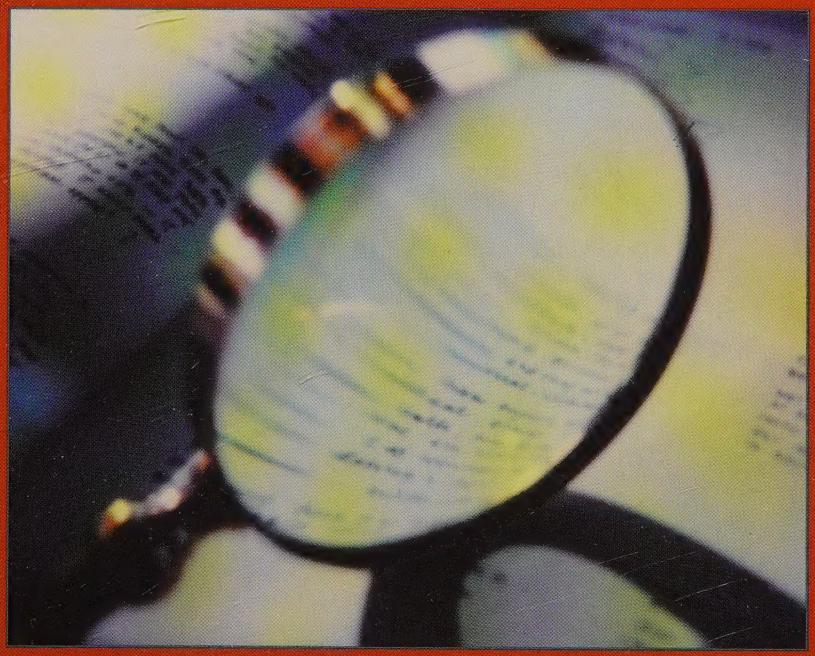
EIGHTH EDITION



Reading *for* Results



Laraine Flemming

Special Edition for Henry Ford Community College

Glossary of Reading Terms

Bandwagon technique: The bandwagon technique takes advantage of our desire to be part of a large group. Reduced to its simplest form, the bandwagon technique says, "Everybody is doing this; you should do the same."

Bias: Bias in writing reveals the author's feelings for or against a particular idea, event, or person.

Card stacking: When people stack the cards in favor of or against a person or opinion, they leave out significant information that might undermine their position.

Cause and effect pattern: Writers using a cause and effect pattern of development describe how one event or series of events (the cause or causes) led to another event or series of events (the effect or effects).

Circular reasoning: A writer using circular reasoning in support of an opinion doesn't supply evidence. Instead he or she repeats the opinion in different words. For example, "*Cold Mountain* is a wonderful book because it's so good" is a perfectly circular argument.

Classification pattern: Readings relying on the classification pattern describe how some larger group can be broken down into subgroups, each with its own set of specific characteristics.

Comparison and contrast pattern: Readings that rely on the comparison and contrast pattern of development highlight the similarities or differences between two topics. Sometimes authors who use this pattern do both; they point out the similarities and the differences between two topics.

Connotative language: Connotative language has the power to affect us on an emotional level.

Context: The context of a word is the sentence or passage in which the word appears.

Definition pattern: This pattern usually begins with the word being defined. Typically, that word is highlighted with boldface or italics, and the definition follows right after the word's first appearance.

Denotative language: Denotative language consists of words lacking in emotional effect.

Effective inferences: Effective inferences are firmly grounded in, or based on, the author's actual words.

Facts: Statements of fact describe people, events, or objects without evaluation or interpretation. They are not influenced by an author's personal experience or background and their accuracy can be checked or verified.

General sentences: General sentences sum up or draw conclusions about a number of different but in some way related people, objects, or events.

Implied main idea: The implied main idea of a reading is suggested but not directly stated.

Inaccurate paraphrase: An inaccurate paraphrase alters an author's meaning along with the words.

Ineffective inferences: Ineffective inferences are conclusions based more on the reader's personal experience than on the author's words.

Inferences: Inferences are educated guesses. They are the conclusions a reader draws about ideas that are implied in a text but not directly stated.

Irrelevant reasons: Irrelevant reasons do not bear any relationship to the opinion expressed. For example, if you want to argue that George H. W. Bush was a great president, you wouldn't point out that he was a war hero. That evidence is not relevant to his success or failure as a president.

Justified opinions: Opinions that are backed by relevant reasons, facts, studies, and examples should be considered justified and therefore worthy of serious consideration.

Main idea: The main idea is the central point or message of a passage or reading.

Major supporting details: These details are essential to explaining the topic sentence and making it convincing.

Continued on inside back cover

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Laraine Flemming

Houghton Mifflin Company
Boston ■ New York

Custom Publishing Editor: Jan Scipio
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Custom Publishing Project Coordinator: Kim Gavrilles

Cover Designer: Galen B. Murphy

READING FOR RESULTS, EIGHTH EDITION
by Laraine Flemming
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READING POWER, SIXTH EDITION
by James I. Brown and Vivian V. Fishco
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Acknowledgements: Copyrights and acknowledgements appear on pages 645-646, which constitute a continuation of the copyright page.

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Printed in the United States of America.

ISBN: 0-618-410011-2
N02483

1 2 3 4 5 6 7 8 9 – DS – 05 04 03

Houghton Mifflin
Custom Publishing

222 Berkeley Street • Boston, MA 02116

Address all correspondence and order information to the above address.

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TO THE INSTRUCTOR

Long-time users of *Reading for Results* will find much that is familiar in this new edition. Just as in previous editions, *Reading for Results* features a step-by-step approach to reading comprehension that takes nothing for granted. Students start by doing a series of exercises that will help them understand two key terms—*general* and *specific*. Then they apply those terms to the mastery of more complicated skills such as discovering main ideas, identifying supporting details, and drawing inferences. Because they constantly build new skills on old ones, students are not intimidated by new instruction. Thus, they build confidence at the same time that they improve reading comprehension.

Clear explanations and numerous exercises remain hallmarks of *Reading for Results*, along with an emphasis on lively and stimulating readings. Among other subjects, readings new to this edition deal with animal law, female boxers, wilderness therapy, Hollywood's preference for stereotypes, and the shifting meaning of dreams.

Instructors who have used the book before will also note the return of the vocabulary chapter. Missing from the seventh edition, the chapter on using context and word analysis is back by teacher demand. The exercises, however, are new and so is emphasis on recognizing the specialized vocabulary of textbooks. New, too, is the reading on John Minor, the tortured murderer who made so many crucial contributions to the *Oxford English Dictionary*.

End-of-Chapter Readings

Every chapter in *Reading for Results* now ends with a multiparagraph selection followed by comprehension questions. As before, students hone their skills on short passages for much of the book, but at the end of every chapter, they immediately apply those skills to longer readings. By the time they reach Chapter 7, **Beyond the**

Paragraph: Reading Longer Selections, they have already had experience with multiparagraph selections. Thus they are prepared for a more detailed discussion of how reading a paragraph is similar to or different from reading an article, essay, or chapter section.

End-of-Chapter Tests

The two-test feature introduced in the seventh edition was a big hit. For that reason, I have expanded it so that every chapter now ends with anywhere from three to seven skills tests. For example, Chapter 4, **Discovering Topics and Main Ideas,** concludes with six tests that vary in level of difficulty. Students start by answering multiple-choice test questions about topics, main ideas, and topic sentences, but by Test 6, they have to paraphrase the topic sentence. I think the number and variety of these concluding tests will allow teachers to individualize instruction with greater ease than ever before.

Tests for Concept Mastery

In the previous edition, students were given a list of key concepts to review before going on to the end-of-chapter tests. Because instructors pointed out that not all their students were motivated to review without benefit of a grade, I have turned the original lists of key points into end-of-chapter tests that students can correct and turn in for credit.

Vocabulary in Every Chapter

Word Notes is a new feature that will help students think about vocabulary well beyond the opening chapter. Based on vocabulary introduced within the chapter, the notes dig a little deeper into the words and their meanings. In Chapter 1, for example, the word "tantalize" is introduced and defined. The Word Notes feature then describes the myth that gave birth to the word "tantalize" and introduces several other words with colorful or funny stories. Similarly, in Chapter 2, students learn the name of Sigmund Freud. Word Notes then uses Freud's name to explain a "Freudian slip" and identify some other words derived from the names of people.

Developing Background Knowledge via the Internet

Although it's become fashionable to include Web site information in textbooks of all kinds, that's not the reason I addressed this topic in the eighth edition. I included it because background knowledge plays a central role in reading comprehension. Yet background knowledge about textbook subject matter was once very difficult for students to acquire. Even students who wanted to didn't necessarily have the time or the energy to enlarge their store of knowledge about the issues and ideas addressed in their textbooks.

The Internet has dramatically changed that picture. In many cases, getting background on a chapter topic is now only a mouse click away. To help student readers use the Internet to their advantage, the new section in Chapter 2, "Expanding Your Knowledge via the World Wide Web," offers some quick tips for using the Web. Students learn how to guide their search engine with keywords, find a list of Web sites, and decide, in short order, which ones might help them master the information in their textbooks.

Expanding Horizons

To encourage students to use the Web as a way of expanding their general knowledge, Web site addresses appear throughout the book. As one would expect, the Web sites are related to topics introduced in the readings. Students can turn to them to learn more about the Lindbergh kidnapping, the customs of the Hopi Indians, or Tejano music to name just a few of the topics covered in this feature.

Reminders for Review

Reviewing is an essential part of learning. But it's an easy step to forget. To help students review what they have learned, Reminder boxes are sprinkled throughout the book. They summarize essential information in bite-size form, and, as their name implies, remind students how important it is to make reviewing an ongoing part of comprehension.

Additional Exercises and Tests

From the very first edition of *Reading for Results*, I have always tried to include enough exercises so that students have multiple chances

to review and improve their understanding of the concepts and skills taught in the text. Yet years of experience tell me that there are never quite enough exercises in any one textbook. Teachers who want or need additional materials will find that the *Instructor's Resource Manual* accompanying *Reading for Results* has been noticeably enlarged to include more exercises and tests than were in the manual for the previous edition. Teachers in pursuit of still more tests or review exercises can also go to http://users.dhp.com/~laflemm.

New Software for Independent Learning

Getting Focused is an interactive software program covering the same skills taught in *Reading for Results*. The program begins by teaching students how to distinguish between general and specific language, then uses those same two terms to guide students step by step through the basics of comprehension and critical reading. Graphically attractive and easy to navigate, *Getting Focused* allows for both individualized instruction and independent learning.

Each lesson in the program—there are eleven in all—consists of an introductory explanation followed by two or more exercises that give students a chance to practice what they have learned. Each time students answer a question, a response immediately comes up to explain why the answer is right or wrong. After completing the first set of exercises, students take a test that tells them if they are prepared to go on to the next skill or need more time for review. Students assigned a review get additional explanation and practice, then take a second test. All tests are automatically scored. The program contains score sheets, which can be printed out and turned in so teachers can monitor student progress. Unfamiliar words and allusions are defined and explained when students click on either the word or name. Characterized by the same clear explanations and lively readings that have made *Reading for Results* a long-time success, *Getting Focused* is the ideal complement to both *Reading for Results* and *Reading for Thinking*.

Also Available in This Series

For those teaching a slightly more advanced reading course, *Reading for Thinking* begins with a review of the comprehension skills covered in *Reading for Results*—finding the topic, discovering the main idea, and locating supporting details—but it quickly expands the scope and complexity of those skills by placing them in the con-

text of learning strategies like annotating, summarizing, and synthesizing. Part Two of *Reading for Thinking* explains, in more depth, many of the critical thinking skills introduced in *Reading for Results,* such as distinguishing between fact and opinion, recognizing the author's purpose, and responding to bias. There is also a complete chapter on analyzing arguments and a final selection of readings that encourages students to make evaluating an author's ideas as important as understanding them. *Reading for Thinking* can be used independently. However, in format, terminology, and coverage, it is an excellent follow-up to *Reading for Results.*

Written as an introduction to *Reading for Results, Reading for Success* offers a clear, step-by-step approach to the basics of reading comprehension. Students start by reading single paragraphs and then move on to longer, multiparagraph readings. In contrast to *Reading for Results, Reading for Success* puts a good deal more emphasis on building vocabulary and maintaining motivation. Like its more advanced sibling, it also features numerous exercises and a variety of high-interest readings. It can be used alone or as an introductory text to prepare students for the slightly higher level of instruction in *Reading for Results.*

A Word of Acknowledgment

As in the past, my reviewers have provided me with invaluable assistance, and I want to take the opportunity to thank each and every one of them, with a special thanks to those who have seen me through several editions: Barbara Fagg, Community College of Baltimore County–Catonsville; Denice Josten, Armstrong Atlantic State University; Jane Medver, Baton Rouge Community College; Carol Newman, Forsyth Technical Community College; Candace Ready, Piedmont Technical College; Janet Rentsch, Saginaw Valley State University; Patricia Rottmund, Harrisburg Area Community College; Deborah Spradlin, Tyler Junior College; and Jane Weber, Camden County College.

Not to be forgotten in this list of acknowledgments are the people without whom I would be lost: my long-time friend and editor, Mary Jo Southern, who always manages to convince me—even when I am in a total dither—that everything is going to be just fine; Nancy Benjamin and her staff at Books By Design, whose unflappable efficiency I can only dream of imitating; my developmental editor, Harriett Prentiss, who never failed to give me excellent editorial advice whenever I needed it; Maria Maimone, my permissions editor, who always makes sure my credit lines are right; Mary Schnabel, who

types, proofs, edits, and just generally keeps me from looking silly in print; and finally, the truly amazing Bryna Fisher, whose genius as a writer, thinker, and grammarian is not adequately expressed in the mundane phrase "copy editor."

New to this list but also not to be forgotten are my editor Kellie Cardone, a young woman who gets things done faster than any two people I have ever known or worked with, and Ann Marie Radaskiewicz, whose gifts as a writer were essential to completing this book on time.



Chapter One

Building Your Vocabulary



In this chapter, you'll learn

- **how to divide words into parts to discover their meaning. how to use four**
- **how to use four common context clues.**
- **how to choose the right dictionary.**
- **how to identify *specialized vocabulary* in textbooks.**
- **how to increase the number of words you know.**

This chapter will show you several different strategies for determining, or figuring out, word meaning. It will also give you a number of suggestions for improving your vocabulary.

Using Word Analysis

One of the best ways to discover what a word means is to look it up in the dictionary. However, sometimes looking up all the words you don't know in a difficult text can confuse you. By interrupting yourself too often, you lose the author's train of thought.

That doesn't mean that you should just skip over unfamiliar words. On the contrary, you can use word analysis to decide on approximate definitions that won't be the exact ones you'll find in the dictionary but that will allow you to continue reading.

Let's say you came across this sentence: "He thought it might be a good idea to study dermatology." Suppose you didn't know what the word *dermatology* means. Being aware that *derma* means "skin" and *logy* means "study of" would undoubtedly help you. Then you could figure out that dermatology is the study of skin.

Since you must go to a dictionary to find out what parts of a word mean, you may be asking yourself how word analysis can save you time. The answer is simple: *Learn some of the most commonly used prefixes, suffixes, and roots.* That way you will have useful clues to word meaning with you at all times.

When you encounter an unfamiliar word, see if it contains a familiar prefix, suffix, or root. If it does, you may be able to figure out a definition.

1. **Prefixes** are word parts that appear at the *beginning* of many words: *re*turn, exclude, *semi*circle. Prefixes can consist of one letter, two letters, or a group of letters.
2. **Suffixes** are word parts that appear at the *end* of many words: farm*er*, hypnot*ist*, gentle*ness*. Like prefixes, suffixes can consist of one letter, two letters, or a group of letters.
3. **Roots** give words their core or base meaning. Prefixes or suffixes can then be attached to form new words. For example, the following words are all based on the root *spec*, which means "look" or "see": re*spect*, in*spect*ion, *spect*acles.

Exercise 1

DIRECTIONS Read each list of words and their meanings. Look carefully at the underlined prefixes or roots that the words have in common.

Then, basing your answer on the list, write a definition for the prefix or root. *Note*: These prefixes or roots can have additional meanings. However, your answer should be based solely on the words listed.

EXAMPLE

preview:	an advance or early showing of a movie
presume:	to take for granted before evidence is provided
presuppose:	to assume or suppose in advance of any evidence
preschool:	a nursery school that children attend before kindergarten
precede:	to come before something else

Based on this list, the best definition for the prefix pre is *before, in advance, prior to*

EXPLANATION Because the words listed above refer to something that comes before something else, definitions such as *before, in advance,* and *prior to* are all possible.

1.

unify:	to make or combine into one group
unilateral:	one-sided
unite:	to bring together as one whole
unique:	one of a kind

Based on this list, the best definition for the prefix *uni* is together

2.

credible:	believable
credo:	system of belief
credulity:	a readiness to believe even the impossible
credit:	to believe to be true

Based on this list, the best definition for the root *cred* is believe

3.

pendulum:	the part of a clock that moves back and forth
pendant:	a piece of jewelry hanging from a necklace
pendulous:	hanging loosely
pending:	not yet settled or decided

Based on this list, the best definition for the root *pend* is

moving

4. pedal: to move with one's feet
centipede: a wormlike insect with many feet
pedestrian: someone who is walking rather than driving
pedicure: care of the feet and toenails

Based on this list, the best definition for the root *ped* is feet



Using Context Clues

Although extremely useful, word analysis will not always give you the best definition. For Example, consider this sentence: "I can't imagine a more *credulous* person; he actually believed I saw a flying saucer on my way home from the party"

It helps to know that *cred* means "belief" and *ous* usually means "full of."* You can then take "full of belief" for a first definition of the word *credulous*. Still, what exactly does that mean? You can imagine a bottle full of milk, but what is a person full of belief ?

For an answer, look at the example of how a *credulous* person behaves: "He actually believed I saw a flying saucer on my way home from the party." A *credulous* person seems to believe a story that other people might question. Based on this example, we can develop a more precise definition of *credulous*" "ready to believe almost anything."

This is a good illustration of what it means to *combine word analysis with context clues*. The **context** of a word is the sentence, paragraph, or passage in which the word appears. Whenever you use the sentence, paragraph, or passage in which an unfamiliar word appears to figure out what the word means, you are using context clues. Here are four common types of context clues.

Clues

* The suffix *ous* can also mean "in possession of," or "having."

Example Clues

The context of a word often contains an example of the behavior associated with the word; for instance, "His feelings for his cousin were *ambivalent*; sometimes he delighted in her company, and sometimes he couldn't stand the sight of her." The sentence makes it clear that someone with *ambivalent* feelings has mixed emotions. It gives an example of someone in conflict. "Sometimes he delighted in her company, and sometimes he couldn't stand the sight of her." Because that's an example of what it's like to feel *ambivalent*, we can say that *ambivalent* in this sentence means "conflicting," a definition reinforced by the prefix *ambi*, meaning "both".

Contrast Clues

The context may also tell you what the word does not mean, and from that contrast clue you can figure out what the word *does* mean. Take, for example, this sentence: "He described himself as humble and polite, but we found him to be remarkably *insolent* in both speech and behavior." This sentence suggests that someone who is *insolent* is not humble and polite. Thus "rude" or "impolite" are good approximate definitions for the word *insolent*.

In addition to knowing what a contrast clue is, you should also know that words like *but*, *yet*, *nevertheless*, and *however* are frequently used to introduce contrast clues. Look, for example, at the following sentences:

> After having had a really bad day, she wanted something *frivolous*. Normally, however, she liked to read serious novels.

You might not know what the word *frivolous* means. However, you could figure out the meaning from the contrast clue provided. The author uses the word however to introduce an *antonym*, or word opposite in meaning, to frivolous. The antonym is the word serious, which suggests that *frivolous* means something like "not serious" or "silly."

Restatement Clues

Sometimes context contains a definition of the word; for example, "She had the *audacity* to criticize the president to his face. It was that boldness and daring that made her different from the rest of us." There are two sentences in this example. The first one introduces the word *audacity*.

The second one defines it. Based on the second sentence, we can say that *audacity* means "boldness" or "daring."

General Knowledge

Example, contrast, and restatement context clues are important. However, some context clues are not so obvious. Often your knowledge of the situation or events described will be your only real clue to word meaning. The following passage illustrates this point:

> For months he had dreamed of being able to *redeem* his medals. He had been unable to think of anything else. Now, with the vision of the medals shimmering before him, he hurried to the pawnshop.

None of the context clues previously discussed appears in the passage. However, your general knowledge should tell you that the word *redeem*, in this context at least, means "reclaim" or "recover." Most people go to a pawnshop to buy or to sell, and the man described as hurrying to the pawnshop probably wouldn't be in such a rush to sell something he had dreamed of for months. He is going to buy back what he has already sold.

EXERCISE 2

DIRECTIONS Read the list below. Then look at the sentences that follow. Each sentence contains an italicized word that may not be familiar to you. Use word analysis and context clues to figure out the meaning of the italicized word. Then choose the letter of the best definition. Note: If two definitions *seem* to fit, rely on your knowledge of word parts to make your decision.

1.	circum	(Latin prefix)	around
2.	inter	(Latin prefix)	between, among
3.	loqu, locus, locut	(Latin root)	speak, talk
4.	ver, vers, vert	(Latin root)	turn
5.	scrib, script	(Latin root)	write
6.	ven	(Latin root)	come
7.	ous, ious	(Latin suffix)	full of, in possession of having

EXAMPLE He had been silent and withdrawn in his youth, but old age had made him *loquacious*.

(a.) talkative b. depressed c. angry

EXPLANATION You know that loqu means "talk" and the suffix ous means "full of." Thus someone who is *loquacious* is "full of talk." The context of the word also contains a contrast clue. It tells you that someone who is *loquacious* is the opposite of someone who is silent and withdrawn.

Both word analysis and context clues suggest that "talkative" is the best definition for *loquacious*.

1. American colonists did not like British *intervention* in their affairs.
 a. ignorance b. interference c. determination
2. Gladys never eats candy; she has a real *aversion* to sweets and just won't eat them.
 a. appetite for (b.) dislike of c. craving for
3. Because she was a new member, her actions were rigidly *circumscribed* by the club's rules and regulations. She wasn't allowed to make any decisions for herself.
 a. described b. limited c. criticized
4. When the children opened the box, they saw that someone had *inscribed* a message on the lid.
 a. drawn b. erased (c.) written
5. Felix tried to study, but he was always being *diverted* by his roommate, who loved to talk and had a hard time keeping quiet.
 a. encouraged (b.) distracted c. amused
6. The people had gotten rid of their old government and were waiting for the new one to form. But in the *interim*, nobody knew who should take charge.
 a. time before (b.) time between c. time after
7. Jesse Jackson is known for his *eloquence*. Even people who don't agree with him enjoy hearing him talk.
 a. political record (b.) persuasive way of speaking c. charm

8. The singer Lena Horne was one of the few performers who managed to *circumvent* the Jim Crow* laws that once ruled Las Vegas. A star attraction, she insisted on having a room normally reserved for white people only, and Miss Horne, as usual, got what she wanted.

 a. improve b. criticize c. avoid

9. Gloria hadn't had a drink for years, but she still avoided being around alcohol. She was afraid of *reverting* to old and dangerous habits.

 a. forming b. turning back c. going forward

10. Because her friends stopped talking as soon as she arrived, she felt like an *interloper* in their meeting.

 a. friend b. member c. intruder

EXERCISE 3

DIRECTIONS Read the list below. Then look at the sentences that follow. Each sentence contains an italicized word that may not be familiar to you. Use word analysis and context clues to figure out an approximate definition. Then write your definition on the blank line.

1.	in, im, il	(Latin prefix)	into, not
2.	super, sur	(Latin prefix)	over, above
3.	sub	(Latin prefix)	under, from below, put under
4.	bene	(Latin prefix)	good, well
5.	voc	(Latin root)	voice, call
6.	er, ar, or	(Latin suffix)	one who performs the action described in the word

EXAMPLE The manager's *supercilious* attitude offended her employees. She acted as if they were not good enough to be in her presence.

The word *supercilious* in this sentence means snobbish, stuck-up, too proud, conceited.

* Jim Crow: a practice or policy of keeping the races separate or segregated in public places.

EXPLANATION The prefix super suggests that the woman considers herself "above" everyone else. In addition, context provides an example of the italicized word. The woman acts as if her employees are not good enough to be in her presence. Thus definitions like "snobbish," "stuck-up," "too proud," and "conceited" would be appropriate.

1. The previous leader had encouraged members to have an independent point of view. However, the new leader tried to *subdue* any signs of independent thinking.

 The word *subdue* in this sentence means _____

2. When member of the union found that benefits would be cut, they were *vociferous* in their anger. They were not about to accept the cut in benefits without a long and angry fight.

 The word *vociferous* in this sentence means Loud use the voice

3. For many years, she had been his *benefactor*. Whenever he needed help, she was the person who came to his aid.

 The word *benefactor* in this sentence means being in favor

4. At first he thought the obstacles in his path were *insurmountable*. But in his own determined way, he managed to overcome them one by one.

 The word *insurmountable* in this sentence means hard a lot of

5. At the end of the Mass, the priest gave everyone present his *benediction*.

 The word *benediction* in this sentence means _____

6. The doctors weren't *vocal* enough about their objections to the new schedule. As a result, everyone mistakenly thought they were happy with the changes.

 The word *vocal* in this sentence means _____

7. The boat was almost completely *submerged* in the water. All we could see was the tip of the prow, and even that was rapidly disappearing from view.

 The word *submerged* in this sentence means _____

8. Although his doctor said the vitamins were useless, the patient believed they had been *beneficial* for his health. He was sleeping better and his appetite had returned.

 The word *beneficial* in this sentence means

9. Because she had a new baby, she didn't want to work overtime. She told her *superiors* no when they tried to pressure her into working more hours.

 The word *superiors* in this sentence means
 People who above her

10. His reasoning is so *illogical* that I can't even pretend to follow it. Yesterday he told me that the stars had warned him not to invest in IBM. How can you have a sensible discussion with someone who thinks like that?

 The word *illogical* in this sentence means _____

Context and Meaning

When you use context to figure out word meaning, remember that meaning affected by context. In the following sentence, for example, the word *speculati* means "thinking": "After hours of *speculation*, he could still not make up his mind But *speculation* in this sentence has an altogether different definition: "H *speculation* in stocks had cost her a great deal of money." Here the wo *speculation* refers to business dealings involving a certain amount of risk. As y see, the meaning of a word can change, depending on its context. Don't assume th

a meaning you derive, or figure out, from context is the only possible one. The word is likely to have other meanings as well.

Choosing a Dictionary

As a college student, you need a dictionary. In fact, you need two: (1) a paperback dictionary in class for word and spelling checks, and (2) a hardbound or desk dictionary for work at home. When you're writing papers and need to find just the right word to express your thoughts, don't rely on a paperback. Paperback dictionaries don't contain as much information about word meaning and history as hardbound dictionaries do, and that is the kind of information you need when considering word choice.

Hardbound dictionaries are expensive, so choose one carefully. Any of the dictionaries listed below would be a good choice, but selecting a dictionary is at least partly a matter of taste. Take your time and look at more than one.

A good way to choose is to look up the same two or three words in different dictionaries. Select the dictionary that gives you a lot of detailed information in the most readable form.

Hardbound Dictionaries

- ☐ *The American Heritage Dictionary of the English Language.* Boston: Houghton Mifflin, 1992.
- ☐ *The Random House Dictionary.* New York: Random House, 1992.
- ☐ *Funk and Wagnalls Standard Dictionary.* New York: Funk and Wagnalls, 1991.
- ☐ *Webster's New World Dictionary.* New York: Simon and Schuster, 1990.
- ☐ *Merriam-Webster's Collegiate Dictionary.* Springfield, Mass.: G. & C. Merriam Company, 1993.

Avoid Aging Dictionaries

Don't buy a used dictionary that's ten years old just to save money. Similarly, don't assume that the dust-covered one you found in the attic will do just as well as a new one. It won't.

Unlike some wines, dictionaries don't improve with age. After about ten years, they become out-of-date. Language is constantly changing as we invent or borrow words and add old ones. To keep track of changes in the language, you need an up-to-date dictionary.

Digging Deeper There was a time when the word hip-hop referred to the movement of a rabbit. Now it refers to everything from dancing to clothes. What other words can you think of that have taken on new meanings?



Identifying Specialized Vocabulary

Textbook authors know that you need to learn the specialized vocabulary associated with their subject. **Specialized vocabulary** consists of words and phrases essential to understanding a particular field of study, words like *monarchy** in history and *metaphor** in literature.

Some specialized vocabulary words are unfamiliar because they are used only in the study of a particular subject. Meteorology students, for example, use the word *foehn* to refer to a warm, dry wind. Outside of meteorology, however, no one would use that word to describe windy weather.

Other specialized vocabulary words might seem familiar but their meanings change if they are used in reference to a particular subject. In general conversation, for example, the word *unstable* usually means "unreliable." Within the context of meteorology, however, *unstable* refers to air that tends to rise upward because it is warmer and lighter than its surroundings.

Look for Clues to Key Words

To master the specialized vocabularies in your textbooks, be alert to the ways in which authors signal the appearance of key words. Italics, boldface type, marginal annotations, definitions, and repetition are all ways of highlighting specialized terms and their meanings.

Look, for example, at how the authors of the following paragraph emphasize the definition of the term *craft union.*



Until the middle of the nineteenth century, there was very little organization of labor in this country. Groups of workers did occasionally form a *craft union* which is an organization of skilled workers in a single craft or trade. These unions were usually limited to a single city, and they often did not last very long. The first known strike in the United States involved a group of Philadelphia printers who stopped working over demands for higher wages. When the printers were granted a pay increase by their employers, the group disbanded. (Pride, Hughes, and Kapoor, Business, p. 285.)

craft union: an organization of skilled workers in a single craft or trade

Here the authors use three different devices to highlight the term *craft union.*: They (1) introduce it in boldface, (2) provide a definition, and (3) repeat that definition in the margin. Whenever a word or phrase gets so much attention, it's important, and you should jot down the definition in the margin of your text or in your notes.

Jotting down the definition when you first see it is crucial. Authors usually include the definition of a key term the first time they introduce the word. From then on you are expected to know it. The definition will not be repeated.

Recognize the Definition Pattern

Especially in textbooks, authors are likely to devote an entire paragraph to defining one key term. Such paragraphs usually have a particular pattern or method of organization. Generally, paragraphs that use the definition pattern begin with the word being defined. Usually the word being defined is printed in boldface or italics and is followed by a definition. Once the word has been defined, the author offers one or more examples to clarify the definition. If the author thinks you should know anything more about the word—such as how it differs from a similar term—that information will come at the end of the paragraph.

Here, to illustrate, is a paragraph that defines the word *risk:*



Risk, and your ability to handle it, has much to do with determining your personal investment philosophy. **Risk** is the uncertainty that the profit on an investment will deviate, or depart, from what is expected. Placing money in a federally insured savings account is practical-

* monarchy: rule by one person.

* metaphor: an implied comparison. e.g., The dog's teeth were razor sharp.

> ly a no-risk situation. Buying stock in a corporation is riskier, since no one guarantees the future success of a company. For most investments, the greater the *risk*, the greater the possible profit, and the potential for gain is what motivates people to take increasingly greater *risks*.(Adapted from Garman and Forgue, Personal Finance, p 539.)

In this case, the authors introduce the key term *risk* in the second sentence, highlighting it in boldface. After defining the word, they offer two specific examples of *risk*. In the last sentence, they provide and additional piece of information about the relationship between *risk* and profit.

If an author devotes an entire paragraph to defining and illustrating a word or a phrase, you can assume that it's important and should be recorded in your notes. Think, too, about recording one or two of the examples, or even making up your own. Examples help fix the definition in your memory.

In addition to defining words within the text, some authors list specialized vocabulary at the end of each chapter. They are also likely to include a glossary. **Glossaries** are lists of all the technical or specialized terms in the text. If a definition is vague or unclear in the text, refer to the glossary to double-check the meaning.

Writing Suggestion Try your hand at writing a definition paragraph. Begin by defining a word you think you know something about, a word like friendship, success, or anger. Then give one or two examples that you think help clarify your definition.

EXERCISE 4

DIRECTIONS Read each of the following selections. On the blank lines, write the term or terms that are emphasized, their definitions, and the method used to make them stand out.



EXAMPLE Health-Promoting Behaviors. To help prevent disease and promote well-being, health psychologists first try to remove behavioral risk factors. All the medicine or surgery in the world may not be enough to restore health without such changes in behavior. We all know someone who has had a heart attack or lung disease and who cannot or will not change the habits that have contributed to the illness (Matarazzo, 1984).

Health-promoting behaviors are practices that tend to help maintain or promote good health.

Beyond this, psychologists are also interested in increasing behaviors that increase the chances of good health. ***Health-promoting behaviors*** include such obvious practices as getting regular exercise, maintaining a balanced diet, and managing stress. *Health-promoting behaviors* can also be as simple as using seat belts in a car-----a practice that greatly ups life expectance! (Coon, Essentials of Psychology, p. 440.)

Terms, Definitions, and Methods of Emphasis: Health-promoting behaviors: practices that help maintain or promote good health. The term is presenter in the heading and printed in boldface. The term is also defined in the passage and in the margin.

EXPLANATION The passage defines one specialized term— *health promoting behaviors.*. However, the author uses four separate devices to draw our attention to both the term and its definition. The term is (1) presented in the heading, (2) printed in boldface, (3) defined in the passage, and (4) defined again in the margin.



1. **Exporting and Importing.** *Exporting or importing*; (or both) is usually the first type of international business in which a firm gets involved. **Exporting** means making the product in the firm's home country and selling it in another country. Both merchandise and services can be exported. **Importing** occurs when a product or service is brought into the home country from abroad. For example, automobiles (Toyota, Volkswagen, Mercedes-Benz, Audi), stereo equipment (Sony, Bang and Olufsen, Sanyo), and wine (Riunite, Dom Perignon, Swartzkatz) are imported into the United States. (Van Fleet, Contemporary Management, p. 102.)

Terms, Definitions, and Methods of Emphasis: Exporting and Importing. Exporting means making the product in firms home country and selling in another country. Importing occurs when a product or service is brought into the home country from abroad



Organizational demographics refers to the age, sex, education, race, ethnic background, and experience of the work force.

2. **Organizational demographics**—the age, sex, education, race, ethnic background, and experience of the work force—have begun to change. The more obvious changes are reflected in the increasing presence of women and minority-group members in management. Many aspects of organizational culture have arisen in a white, male, Protestant social culture and reflect images, expressions, and attitudes from that social culture. Clearly, those aspects of organizational culture will have to undergo massive change. (Van Fleet, Contemporary Management, p. 608.)

Terms, Definitions, and Methods of Emphasis: _____

Organization demographics Protestant social culture and reflect images, expressions, and attitudes



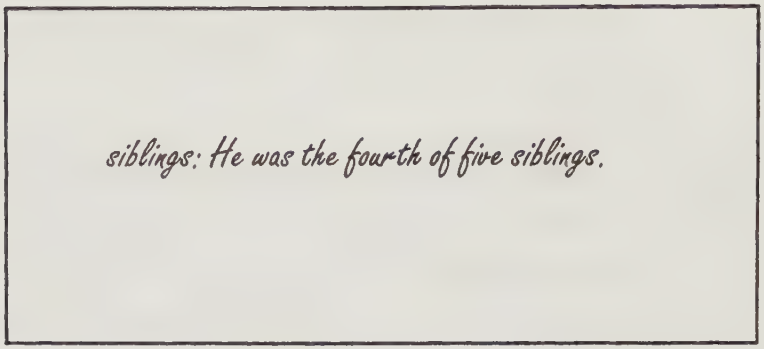


Learning New Words

If you want to improve your reading ability, one of the best things you can do for yourself is enlarge your store of vocabulary words. The more words you know, the more easily you can understand what you read.

Making Vocabulary Cards

An excellent way to improve your vocabulary is to make a file of three-inch by five-inch index cards. On the front of each card, write one word and a sample sentence. On the back, write the meaning or meanings of the word.



Front



Back

Once you have a file of vocabulary words, use your spare moments to review them. However, instead of just looking at the cards over and over again, use self-testing to actively involve your mind while you review.

Self-Testing

To self-test, look first at the word written on the front of the card. Search your memory for the definition. If you can't recall it, read the sample sentence aloud. It may jog your memory. If it doesn't, turn the card over and read the definition.

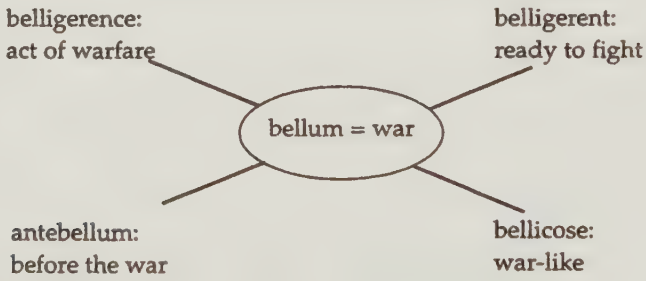
As you review, put the words you can immediately define in one pile. Put the ones you have trouble with in another. Before you finish your review, go over the words you missed at least one more time.

For maximum efficiency, make two different files, one for regular vocabulary words and the other for specialized vocabulary, arranged according to subject matter.

Some Additional Strategies for Learning New Words

In addition to self-testing, use one or more of the following strategies for learning new words.

1. **Find a visual image.** To remember the definition of software, for example, picture a floppy disk. To remember that monarchy means "rule by one person," imagine someone wearing a crown and sitting on a throne.
2. **Make a map of words sharing a common root.** Periodically, go through your notebook looking for words derived from a common root. Then use mapping to highlight their common origin.



3. **Record antonyms.** To learn the word endogamy, meaning marriage restricted to members of the same group, learn as well the antonym, or word opposite in meaning. In this case, the word exogamy, meaning marriage restricted to those outside a particular group, is the appropriate antonym.
4. **Create your own definitions.** If, for example, an author defines the word hypothesis as a "tentative explanation," try to translate that definition into your own words—say "initial guess" or "unproven theory." Then record the author's definition as well as your own. The more you use your own language to re-create word meaning, the more easily you can remember new words.

When you think of learning new words, don't think of memorizing them. That's what parrots do, not people. Instead create a web or chain of associations that will anchor new words firmly in your memory. Keep in mind, too, that all the strategies outlined here can be used to learn any new words, not just those drawn from your textbooks.

Stories Behind Words

Many words in the English language have an interesting story behind them. They are derived from ancient myths, historical events, or famous people. Learning the stories behind words is one of the easiest ways to remember definitions.

To get you started collecting words with a colorful past, here are four derived from Greek myths.

1. *Chaos.* According to an ancient myth, before earth, sea, and heaven were created, all things were in confusion. Earth, sea, and air were all mixed up together in a shapeless mass called *chaos*. Today when we talk about chaos, we are referring to a situation in which disorder rules.

Sample Sentence On August 6, 1945, an atomic bomb exploded over the Japanese city of Hiroshima and engulfed the city in death and *chaos*.

Definition disorder, complete confusion

Other Forms *chaotic*

2. *Tantalize.* Tantalus was a king who was cruelly punished by the gods. He was forced to stand in a pool of water that dried up whenever he tried to drink. Over his head was a luscious fruit tree that always rose higher than he could reach. Today when we are *tantalized* by something, we are attracted to what is just out of reach.

Sample Sentence The half-starved prisoners were driven mad by the *tantalizing* smell of fried potatoes.

Definition to tease, torment by holding out of reach

Other Forms *tantalizing, tantalized, tantalizes*

3. *Nemesis.* Nemesis was a goddess who punished people who had misbehaved, especially those who were overly proud and challenged the gods. Today when we say that someone or something is our *nemesis*, we mean that we are faced with someone or something that will bring about our downfall.

Sample Sentence Oral tests are my nemesis; I always fail them.

Definition source of failure, cause of destruction, an unbeatable rival

Other Forms *nemeses*

4. *Odyssey.* An ancient book, The Odyssey tells of the voyages of Odysseus, a Greek king who was forced to wander far from home for

ten years. During that time he had many adventures. Today the word *odyssey* describes someone's long and adventurous journey through strange territory. The trip, or *odyssey*, may be real or imagined.

Sample Sentence After his long *odyssey* abroad, he no longer felt he could go home.

Definition extended trip or adventure

Other Forms *odysseys*

EXERCISE 5

DIRECTIONS Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. The tantalizing smell of fried chicken from my neighbor's kitchen made my mouth water.
2. After my long odyssey abroad, I'm not the same.
3. Two small children at home on a rainy day can turn the house into complete chaos.
4. I know the Russian course will be my nemesis; I have never been good at learning languages.

Working with Words

Here are seven more prefixes and roots you should know. Use them to figure out the meaning of the italicized words in the exercise, and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	**ad**	(Latin prefix)	to, toward
2.	a, ab	(Latin prefix)	away from
3.	dis	(Latin prefix)	apart from, not, without
4.	extra	(Latin prefix)	outside, beyond
5.	sect	(Latin root)	cut, divide
6.	hyper	(Greek prefix)	over
7.	anti	(Greek prefix)	against

Exercise 6

1. The doctors could not find an *antidote* for the snake's poison and were afraid the patient would die.

2. The boy refused to *dissect* the frog.

3. When strange lines appeared in the fields overnight, some people called them the work of *extraterrestrial* beings.

4. She had once felt *disdain* for anyone who used coupons to shop, but when she too was forced to pinch pennies, her contempt for coupons vanished.

5. Now that he was running for office, he wanted to *disavow* his earlier membership in the Ku Klux Klan, but the press was not so willing to forget.

6. His position is the complete *antithesis* of mine. I want to keep fighting. As usual, he wants to give up.

7. She was such a *hyperactive* child that her parents worried about her ability to concentrate.

8. Because of criminal charges against him in his own country, the doctor was *extradited.*

9. He *abhorred* the idea of going into debt, but the economy was so bad, he could not avoid it.

10. She *adhered* to her principles despite the temptation to do otherwise.

Stories Behind Words

Here are four more words with stories in their past. Learn the stories, and you will remember the words.

1. *Adonis.* Adonis was a Greek youth famous for his extraordinary physical beauty. He was so beautiful that even Aphrodite, the goddess of love and beauty, fell madly in love with him. Today we use the word Adonis to refer to a very good-looking man.

Sample Sentence The Secretary of State was no *Adonis,* but the power he wielded made him attractive to women.

Definition a man of great personal beauty

2. *Pyrrhic victory.* In the third century B.C., the Greek general Pyrrhus won a victory against the Romans, but the battle was won at such great cost that a *Pyrrhic victory* now refers to a victory made almost meaningless because of terrible losses.

Sample Sentence For the general it was a *Pyrrhic victory.* He had won the battle but lost most of his soldiers.

Definition a victory won at a terrible cost

3. *Lethargy.* In Greek mythology, the waters from the river Lethe produced deep sleep and forgetfulness. Inspired by this myth, the Greeks gave the name lethargia to feelings of extreme sleepiness. Today when we talk about *lethargy,* we refer to fatigue so extreme that the person can barely stay awake.

Sample Sentence Feelings of *lethargy* often accompany clinical depression.

Definition drowsiness, lack of energy

Other Forms *lethargically, lethargic*

4. *Stigma.* Greek slaves who tried to escape were usually caught and returned to their owners. As a result of their escape attempts, the slaves were considered a high risk. It was correctly assumed they would try to escape again, and to ensure against this, slave owners developed a cruel practice. They would brand the possible runaways with a mark on the forehead. That mark was called a *stigma.* From that cruel practice, we inherited the word stigma, which refers to any sign of shame or disgrace.

Sample Sentence The *stigma* of being an ex-convict followed her wherever she went, making it impossible for her to get a job.

Definition a sign of shame or disgrace

Other Forms *stigmas, stigmatize*

EXERCISE 7

DIRECTIONS Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. The medication made him very _____

2. There should be no _____ attached to using food stamps. These days, anyone can end up unemployed and in need of help.

3. He was no _____, but he was so charming that his looks didn't matter.

4. For many animal-rights activists, finding a cure for cancer would be a _____ if it cost the lives of millions of animals.

Working with Words

Here are seven more prefixes and roots you should know. Use them to figure out the meaning of the italicized words in the exercise, and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	syn, sym , sim	(Greek prefix)	together, alike
2.	pre	(Latin prefix)	before
3.	de	(Latin prefix)	removal, down from, reduce, away
4.	dic, dict	(Latin root)	speak
5.	sequ	(Latin root)	follow
6.	popul	(Latin root)	people
7.	plen, plet	(Latin root)	full

EXERCISE 8

1. That spring, rain had not been *plentiful* and the farmers were worried about the growth of their crops. If they didn't have more rain, the corn would not survive.

2. She had read several articles about the role of fairy tales in a young child's life. But she was having a hard time *synthesizing* the different points of view. They were all so different; there seemed to be no way of connecting or relating them.

3. As a manager, she was annoyingly *dictatorial*. From her perspective, people could do nothing on their own. They had to follow her orders or face the consequences.

4. In the beginning, all the group members had been allowed to speak, but in *subsequent* meetings, the president controlled the discussion and members weren't given a chance to contribute.

5. Many people believe in *predestination*. They are convinced that their lives are mapped out by God or fate and nothing can alter the pattern of events.

6. His energy has been seriously *depleted* by his illness. He no longer has any interest in the sports he once loved.

7. The meal was *replete* with the fattening foods she loved to eat. It began with a hot creamy soup and ended with a cold creamy dessert.

8. The dancers made an effort to *synchronize* their movements. Unfortunately, they had been poorly trained, and everyone was moving in a different direction.

9. As a *prelude* to the lecture, the announcer described the explorer's life and work, but members of the audience were not interested. They were there to see the man himself. They weren't interested in his past achievements.

10. At the sight of the king, the ragged *populace* began to scream for his blood. He had kept them starving and miserable for too long. They were not about to show him any mercy.

Stories Behind Words

Here are four more words with stories in their past. Learn the stories, and you will remember the words.

1. *Mentor. Mentor* was the trusted friend and teacher of the Greek hero Odysseus. While Odysseus was away, a goddess came down to earth to Protect his family. To do so, she disguised herself as Mentor, a friend of the family, and took over *Mentor's* role as teacher and counselor. Today The word *mentor* refers to a teacher or counselor.

Sample Sentence My older brother has always been my *mentor* in life.

Definition teacher, counselor, guide

2. *Atlas. Atlas* was a giant who, according to Greek mythology, held up the earth on his shoulders. The image of Atlas with the earth on his shoulders was historically used on map collections. Today an atlas usually refers to a bound collection of maps.

Sample Sentence Fascinated by geography, she liked to study the *atlas* in her spare time.

Definition book of maps, book of tables and charts

Other Forms *atlases*

3. *Herculean* . Hercules was a Greek hero who possessed extraordinary strength. It was said that he could perform fantastic feats. Today the word *herculean* used to describe a task or assignment that requires a great deal of effort or strength.

Sample Sentence Before he became president, he completed the *herculean* task of reorganizing the office.

Definition difficult, demanding in mental or physical strength

4. *Narcissism.*. Narcissus was a beautiful young man who loved no one until the day he saw his own reflection in a pool of water and fell madly in love. Today *narcissism* means great love or admiration for oneself.

Sample Sentence Only his incredible *narcissism* allowed him to ignore all the insulting remarks directed his way.

Definition self-love, admiration for oneself

Other Forms *narcissistic*

EXERCISE 9

Directions Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. By leafing through the _____ on a regular basis, he hoped to learn more about geography.
2. Completing the yearly report within a few days was a _____ task, but he was determined to do it.
3. David was looking for a _____ to guide him in his first year at law school. He desperately needed someone to show him the ropes.
4. Like many actors, she tended to be _____; still, she could be kind-hearted and generous.

Working with Words

Here are seven more roots you should know. Use them to figure out the meaning of the italicized words in the exercise, and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	pseudo	(Greek root)	false
2.	homo	(Greek root)	same
3.	psych	(Greek root)	spirit, life
4.	crypt	(Greek root)	secret
5.	onym	(Greek root)	name, word
6.	log, logy	(Greek root)	word, study of
7.	ambi	(Latin root)	both

EXERCISE 10

1. Many men and women write mysteries under *pseudonyms* because they do not consider mystery stories to be completely respectable.

2. The group was clearly *homogeneous;* every member came from the same age group and income bracket. Unfortunately, so much similarity produced a boring evening, and everyone left early.

3. Physically he had survived the war, but it had severely damaged his *psyche.* He was troubled by nightmares and viewed the future with alarm.

4. It was hard to tell what she was thinking. Even her smile was *ambiguous.* She could have been happy or sad; I couldn't tell which, and the mystery made me curious.

5. During World War II the Germans relied on a complicated code to send their *cryptic* messages. But with the help of the mathematician Alan Turing, the British were able to break the code and decipher those messages.

6. The test required him to list several *homonyms.* Buth hard as he tried, he Could think of only three: ***bear*** and ***bare***, ***two*** and ***too***, ***there*** and ***their.***

7. Despite public interest, astrology is not a science. It is a *pseudoscience*: the stars have no influence on our lives.

8. She was astonished at their request that she deliver the *eulogy* for her dead husband. She detested him and everyone knew it. Did they really expect her to stand there and praise him?

9. The words "WAC" and "radar" are both *acronyms*. The word "WAC" comes from Women's Army Corps, and "radar" comes from *r*adio *d*etecting *a*nd *r*anging.

10. The chef was *ambidextrous*: he could flip a pizza with either his left or his right hand.

Stories Behind Words

Here are four more words with stories in their past. Learn the stories, and you will remember the words.

1. *Bedlam*. The Saint Mary of Bethlehem hospital in London housed the mentally ill. Everyone knew of the hospital, and stories about it were repeated again and again. The name of the hospital was often pronounced "*Bedlam*" or "Bethlem". Today, when we use the *bedlam*, we mean a place or situation that is filled with noise and confusion.

Sample Sentence When the children were home from school, the house was complete *bedlam*.

Definition place filled with noise and confusion

2. *Quixotic*. Don Quixote is a famous hero of an old Spanish novel that deals with his attempt to do the impossible. Today when we say that someone is quixotic, we mean that he or she is not very practical. He or she has a romantic view of life and pursues impossible goals.

Sample Sentence His quixotic nature would not allow him to admit that he might fail.

Definition romantic, impractical, unrealistic

Other Forms quixotically, quixotical

3. *Tawdry*: Saint Audrey was a queen who died of a throat tumor. After her death, cheap lace neckties were sold in her honor at country fairs. The name of the necktie was shortened from Saint Audrey's lace to tawdry lace. Today when we say that something is *"tawdry"* we mean that it looks cheap and gaudy.

Sample Sentence The *tawdry* wallpaper added to the ugliness of the apartment.

Definition cheap, vulgar, gaudy

Other Forms *tawdrier, tawdriest, tawdrily, tawdriness*

4. *Chauvinist*: Nicholas Chauvin was a legendary French soldier who was said to be extremely devoted to Napoleon and France. Today when we say that someone is a *chauvisint*, we mean that he or she is prejudiced in favor of his or her country or particular group.

Sample Sentence She is a *chauvinist;* for her, American policies are the only right ones.

Definition a person who believes that his or her country or group is better than any other

Other Forms *chauvinism, chauvinistic, chauvinistically*

EXERCISE 11

Directions Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. The apartment was in a good location, but the furniture and wallpaper were so _____ that no one wanted to rent it.

2. When she kept repeating that women were better than men, her husband accused her of being a _____.

3. After the teacher left, there was _____ in the classroom.

4. Everyone thought her attempt to defeat the chairman of the board was _____ and bound to fail, but in the end, she surprised them all and won.

Working with Words

Here are seven more roots you should know. Use them to figure out the meaning of the italicized words in the exercise, and write an approximate definition. Then add the words to your vocabulary file for regular review.

1.	sta	(Latin root)	stand firm
2.	press	(Latin root)	press, force
3.	clin	(Latin root)	lean
4.	multi	(Latin root)	many
5.	plac	(Latin root)	please
6.	sci	(Latin root)	know
7.	viv	(Latin root)	live

Exercise 12

1. He had *repressed* the memories of his childhood for years, but the sight of his sister brought back the past. Suddenly he could remember every miserable moment of their life together in the orphanage.

2. She has a lot of *stamina*. When the rest of us were ready to go back to the cabin, she insisted on finishing the twelve-mile hike.

3. The children tried hard to please their father, but he remained *implacable*.

4. The city has a *multiplicity* of architectural styles. You'll find everything from bungalows to high-rise apartment buildings.

5. The athlete had become too *complacent* about his performance. He just didn't try as hard anymore, and that was his downfall. He lost the tournament.

6. He's *inclined* to be overweight, so he watches what he eats.

7. The teenager had a *vivacious* personality. Not surprisingly, her high spirits made her very popular.

8. The children thought that their teacher was *omniscient*. They never misbehaved when he left the room. They were convinced that he would know about it without being told.

9. Her *inclination* was to make a joke when she was nervous, but she controlled that tendency during committee meetings. She needed to appear serious and, above all, in control of the situation.

10. The United States had a *multitude* of reasons for not entering World War II. However, when Japan bombed Pearl Harbor, they all disappeared, and the United States declared war on Hitler and his allies.





Stories Behind Words

Here are four more words with stories in their past. Learn the stories, and you will remember the words.

1. *Gregarious.* Originally, the Latin word *grex* referred solely to a herd of sheep or cattle. But over time, people began to say that men banded together in battle were *gregarious* or going the way of the herd. Over time, *gregarious* was used to describe anyone who enjoys being in a crowd.

Sample Sentence For the most part, coyotes are *gregarious* animals.

Definition needing and wanting the company of others

Other Forms *gregariousness, gregariously*

2. *Bombast.* Henry VIII was naturally very broad across the chest. To flatter him by imitation, members of the court would stuff their jackets with cotton padding called *bombast*. After a while, however, the word *bombast* was applied to high-sounding language that had little meaning.

Sample Sentence The politician's speech consisted of one-quarter fact and three-quarters *bombast.*

Definition fine-sounding language that is empty of content

Other Forms *bombastic*

3. *Babel.* According to the Bible, a huge tower reaching to the sky was being built in the city of *Babel.* But the Lord did not approve of this plan. To punish those involved, he made them all speak in a different language. That way they couldn't understand one another, and the project would not go forward. Today when we use the word babel, we are referring to a confusion of voices. *babel*

Sample Sentence She could tell from the *babel* in the next room that everyone was angry.

Definition confusion of competing voices

4. *Anecdote.* During the Roman Empire, a historian wrote a book called Anecdota. The title meant "kept secret," and for good reason. The book was a collection of short stories making fun of the emperor and his wife. To this day, an *anecdote* is a brief, often funny story about someone.

Sample Sentence He always stated his speeches with a funny *anecdote* about his family.

Definition a brief and usually funny story

Other Forms *anecdotes, anecdotal*

EXERCISE 13

Directions Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. The speaker began with what was supposed to be an amusing _____ but no one laughed.
2. At parties, he was remarkably _____ always the center of a large and admiring group.
3. If you can stand his _____ style, you will find that the author really does have something to say.
4. Her speech was drowned out by the _____ coming from the other room.

Working with Words

Here are seven more prefixes, roots, and suffixes you should know. Use them to figure out the meaning of the italicized words in the exercise, and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	contra	(Latin prefix)	against
2.	ante	(Latin prefix)	before
3.	mort	(Latin root)	death
4.	phil	(Greek root)	love
5.	anthrop	(Greek root)	human, man
6.	chron	(Greek root)	time
7.	ist	(suffix)	person who does what is described in the rest of the word

EXERCISE 14

1. When the Supreme Court convened, the justices all agreed on the decision, except for Justice Oliver Wendell Holmes. Not *contradictory* by nature, Holmes still frequently disagreed with other members of the court, earning himself the nickname "The Great Dissenter."

2. In the poem "Tithonus," the hero asks for and is granted *immortality*. But he quickly discovers that immortality without youth is a curse, not a blessing. As an old man, he wanders the earth and longs for death.

3. My uncle is such a *misanthrope*. He doesn't have a good word to say about anyone.

4. When they opened the door, they thought they were in the wrong place because the *anterior* portion of the hotel was so poorly lit. But when they entered the main ballroom, they found the room ablaze with light and filled with people dancing.

5. In 1868, at the age of thirty-three, the industrialist Andrew Carnegie gave more than $350 million to various schools and libraries. By the time he was through doing good works, most people had forgotten Carnegie's reputation as a tough industrialist who grew rich by making others work hard for little money. He was remembered only as a generous *philanthropist*.

6. The novelist James Baldwin grew up in Harlem. But when a fellowship gave him the money to live and work in France, he quickly moved to Paris. Although Baldwin maintained a passionate interest in the United States, he became a devoted *Francophile* who adored his adopted country.

7. Lyme disease usually begins as a harmless rash followed by typical flu symptoms—fatigue, headache, and nausea. If the disease is not treated with antibiotics at this stage, it can damage the heart and the brain, leaving the victim with *chronic* and often untreatable pain.

8. The *mortality* rate for people under thirty is extremely high in nonindustrialized countries. Children are particularly at risk. Lacking the proper nutrition, their bodies are weak and cannot withstand disease.

9. When the police interviewed the suspect, he tried to recount the events of the robbery in *chronological* order. But he couldn't keep the events straight and continually changed his story. As a result, the police did not find his account credible.

10. The conquest of Mexico by the Spanish *antedated* the conquest of Peru. In 1519 Hernando Cortez brutally conquered the Aztec Indians and stole from them huge quantities of silver and gold. Inspired by those riches, Francisco Pizarro began the conquest of Peru, taking from the Incan Indians more wealth than even Cortez had managed to steal.



Stories Behind Words

Here are four more words with stories in their past. Learn the stories, and you will remember the words.

1. *Ostracize.* The word ostrakon is Greek for "shell." When in times of crisis or conflict the Athenians of Greece wanted to send someone out of the city for a period of years, everyone would write a name on a piece of shell. The person receiving the most votes would have to leave the city. Today, when we say that we *ostracize* someone, we mean that we are excluding or shutting out that person from our group. (No vote is necessary to *ostracize* someone.)

Sample Sentence They *ostracize* him because of his political views.

Definition exclude, banish, shun

Other Forms ostracized, ostracism, ostracizing

2. *Utopia and utopian. Utopia* was an imaginary island that served as the subject and title of a book. The island was the perfect place to live because the people of the island used reason to guide their lives. Today the word *utopia* refers to a condition, situation, or place that is socially and politically perfect. When we say that an idea is *utopian,* we mean that it is excellent but too impractical to be put into actual use.

Sample Sentence Anita believes that if she works hard enough she can make this society into a *utopia*.

Definition a place of perfection

Sample Sentence When will he stop trying to put those utopian schemes into practice?

Definition unrealistic, excellent but impractical

3. *Jingoist.* In the eighteenth century, there was a music hall song sung by people who were anxious to go to war. The song contained the words by jingo. Today the word *jingoist* refers to a person who is always ready and eager to go to war.

Sample Sentence Long before he was called into action, he was a proud *jingoist* who was ready to pick up a gun.

Definition person who is eager for war

Other Forms *jingoism, jingoistic*

4. *Mesmerize.* Franz Anton Mesmer, an Austrian who lived from 1734 to 1815, used hypnosis to put people into a strange, sleeplike state. People were fascinated by his skills and gathered to watch him. Today we still use the word *mesmerize* to indicate that someone is being put under hypnosis. However, frequently we use it to mean that we are fascinated by what we see.

Sample Sentence The audience seemed *mesmerized.* by the sheer beauty of the ballet.

Definition fascinate, hypnotize

Other Forms *mesmerism, mesmerizing, mesmerized*

EXERCISE 15

DIRECTIONS Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. Only a _____ would want to start a war over such a small issue.
2. The cat seemed _____ by the sight of the birds feeding next to the window.
3. It's not _____ to believe that people can put aside their differences and work together for a common goal.
4. In the 1950s, the actor had been _____ because of his membership in the Communist party.

Working with Words

Here are seven more prefixes and roots you should know. Use them to figure out the meaning of the italicized words in the exercise, and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	mon	(Latin root)	warn
2.	pan	(Greek root)	all

3.	salv, salu	(Latin root)	safe, healthy
4.	fac	(Latin root)	make, put, do
5.	propr	(Greek root)	one's own, fitting
6.	pro	(Greek prefix)	before, earlier
7.	peri	(Greek prefix)	around

EXERCISE 16

1. In the nineteenth century, con artists made fortunes selling bottles of fake medicine. Somehow they managed to convince many people that the medicine was a *panacea*.

2. After the manager was *admonished* for his department's poor performance, he decided to alter his behavior. In the future, he would discuss all changes in the production schedule with his employees and ask them for suggestions.

3. The ticket agent claimed that the *salutary* climate of the Southwest would do her a lot of good. It would cure her allergies and help alleviate the pain of arthritis.

4. The *proprietor* of the restaurant liked to greet customers personally when they came through the door.

5. You'll also need to *factor* into your decision the consequences of leaving your job on such short notice. Your employers will not give you a good reference, and you may have to explain that to future employers.

6. Initially, suicide appeared to be his only *salvation*, but after a while he realized he had other options.

7. After giving the player several *admonitions*, the coach decided to drop her from the team. The girl had a lot of talent but no discipline, and she would have hurt rather than helped the team's chance to win the game.

8. When they enlarged the photo, they could see a stranger standing at the *perimeter* of the crowd.

9. His behavior was pushing the limits of *propriety*. Despite the solemn occasion, he was giggling and laughing. No one was sure how to handle the situation.

10. The scientist refused to *prognosticate* about the consequences of his discovery. As he explained to reporters, he wasn't a fortuneteller and he had no crystal ball.



Stories Behind Words

Here are four more words with stories in their past. Learn the stories, and you will remember the words.

1. *Iconoclast.* Originally, the word *iconoclast* meant "a breaker of images." It referred to those Christians who believed icons—religious paintings and statues—should not appear in the church. Motivated by their belief, *iconoclasts* destroyed thousands of art works. Over the years, the word *iconoclast* has come to mean someone who destroys or challenges traditional beliefs or ideas.

Sample Sentence Mark Twain was a great *iconoclast* who refused to accept passively traditional beliefs.

Definition someone who attacks traditional or popular ideas

Other Forms *iconoclastic, iconoclasm*

2. *Expunge.* In the days of the Roman empire, a soldier who retired from military service would have his name removed from the lists by a series of dots. The Latin term for this was *expunge.* Nowadays, when we say something is *expunged,* we simply mean it has been erased. No dots are involved.

Sample Sentence After he cheated on the exam, his name was *expunged* from the honor roll.

Definition erase or delete

Other Forms expunged, expunging

3. *Desultory.* In the early days of circuses, Greek and Roman chariot riders known as desultors would leap back and forth from one chariot to another. Because the riders would flit from one chariot to another without staying long in one place, *desultory* has come to mean "jumping from one thing to another."

Sample Sentence The speaker's *desultory* style made the audience wild with impatience.

Definition disconnected, jumping from one thing to another

4. *Despot.* For the ancient Greeks, *despot* originally meant "master" or "lord." Unfortunately, the institution of slavery gave the word a more negative meaning as time went on. Because the households of wealthy Greeks contained slaves who had no fights of their own, *despot* came to mean someone who uses power in cruel and harsh ways.

Sample Sentence For the Russians, Josef Stalin was a cruel *despot* who brought suffering, misery, and death to millions.

Definition a cruel and oppressive ruler

Other Forms *despotic, despotism*

EXERCISE 17

DIRECTIONS Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. He liked to think of himself as _____; thus you could count on him to challenge any idea that was generally accepted by everyone else.
2. The teacher explained the theory in such a _____ fashion, most of the students were confused.
3. Peter the Great of Russia _____ was known for his harsh and rule.
4. After the traitor's past was discovered, the committee decided to _____ her name from the list of heroes.

Working with Words

Here are seven more prefixes and roots you should know. Use them to figure out the meaning of the italicized word in the exercise, and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	bi	(Latin prefix)	two
2.	mono	(Greek prefix)	one, alone
3.	pro	(Latin prefix)	forward, forth, in favor of, advancing, inclined
4.	reg, rec	(Latin root)	straighten, rule
5.	gam	(Greek root)	marriage
6.	per	(Latin prefix)	through, thoroughly, very
7.	mo, mot, mob, mov	(Latin root)	move

Exercise 18

1. Initially, when the two superpowers met, they could not agree on anything. Neither side seemed willing to compromise, and war seemed unavoidable. But with the arrival of the secretary of state, the situation improved. In just a few hours,they were able to come to a *bilateral* agreement.

2. For the most part,Americans are *monogamous,* but some religious groups allow a man to take more than one wife. Within these religious communities, a family consisting of one husband and three wives is not considered immoral. Rarely, however, are women encouraged to take more than one husband.

3. Prior to World War II, the British Prime Minister Neville Chamberlain claimed that Adolf Hitler would leave the rest of Europe alone if he were allowed to conquer Czechoslovakia. Guided by this belief, Chamberlain signed the Munich Pact, which allowed Hitler to invade Czechoslovakia. But the pact was a mistake. It only encouraged Hitler to think he could gobble up all of Europe, and he went on to invade Poland. Horrified by the mistake he had made, a mistake that could not be *rectified,* Chamberlain resigned in disgrace.

4. *Proponents* of the bill were determined to win Senate support. But the opposition was strong, and in the end the bill was defeated. However it reemerged in new form as an amendment to a bill that was sure to pass. As one senator explained to the press, "There's more than one way to skin a cat."

5. Richard Burton's riotous nights of drinking and well-publicized affairs all but erased his reputation as an actor. But one has only to hear him recite a *monologue* from Shakespeare's Hamlet to know that he was a great actor, whose marvelous voice made words come alive in a unique and powerful way.

6. The Shah of Iran's *regime* was hated by his people. Unfortunately, America supported that regime until the Shah fell from power. This is one of the reasons why anti-Americanism in Iran remains so strong. The Iranians have not yet forgiven us for supporting the man they hated.

7. The Jim Crow laws used to segregate his people *provoked* a righteous anger in Charles H. Houston, the Dean of Howard University. But unlike many of us, Houston made good use of his anger. He gathered around him some of the finest legal minds in America—among them Thurgood Marshall, who was to become a Supreme Court Justice—and launched a legal battle that was to bring Jim Crow to its knees.

8. The fire had been over for days, but the rooms still smelled of smoke. The smell had *permeated* the rugs and the furniture. It would probably be in the house for months to come and nothing could be done about it.

9. In his book, The Autobiography of Malcolm X, Malcolm X described the painstaking way in which he taught himself to read and write while in prison. His *motivation* for learning was frustration at not being able to express what he wanted to in letters to people on the outside. On the street he had been able to talk to any body about anything. But in prison he had to rely on the written word.

10. He seemed to be a gentleman of the old school, polite, courteous, and well-mannered. But if crossed, he had a nasty *propensity* to become verbally abusive.

Stories Behind Words

Each of the following words comes from the name of a person.

1. *Gargantuan.* Rabelais was a sixteenth-century French writer who became famous with his tale of *Gargantua* and Pantagruel, two good-natured giants who had an enormous appetite. *Gargantua* has survived in the form gargantuan, which today means huge or colossal.

Sample Sentence He had a *gargantuan* appetite for life.

Definition enormous, huge

2. *Machiavellian.* In a book called The Prince, Niccolo Machavelli described how to use trickery and dishonesty to gain power. Because of that work, *Machiavellian* has come to mean crafty and deceitful.

Sample Sentence Fortunately her Machiavellian schemes to gain power had been a complete failure.

Definition immoral, particularly in the pursuit of political power

3. *Malapropism.* Mrs. Malaprop was a comic character in the play called The Rivals by William Sheridan. What made her comical was her constant misuse of words. Today, when we talk about *malapropisms*, we are referring to words used inappropriately by someone who is unaware of the error.

Sample Sentence She meant to praise her lawyer when she called him a "supercilious" person; unfortunately it was one of her usual *malapropisms,* and he was neither flattered nor amused.

Definition the humorous misuse of a word

Other Forms *malapropisms*

4. *Bowdlerize.* Thomas Bowdler was a nineteenth-century lover of Shakespeare. But he thought some of the plays too racy, so he published a censored collection of Shakespeare's works, giving rise to the word *bowdlerize*, which now means to remove objectionable passages from a written work.

Sample Sentence His father would allow him to read only *bowdlerized* versions of D. H. Lawrence's work

Definition to censor or remove any material considered vulgar

Other forms *bowdlerized, bowdlerizing*

EXERCISE 19

DIRECTIONS Fill in each blank with one of the four words you just learned. Be careful to use the correct form of each word.

1. The president of the country club was determined to impress her listeners, but she used so many _____ that her listeners were more amused than impressed.

2. In terms of their characters, they couldn't have been more different. She liked an honest and direct approach to solving problems, whereas he tended to be more_____ .

3. After his death, the wife of Mark Twain was embarrassed by some of his later writings, and she was determined to _____ them before they were presented to the public.

4. Despite his _____ size, the young man was light on his feet and a superb dancer.

Working with Words

Here are seven more Latin roots and prefixes you should know. Use them to figure out the meaning of the italicized word in the exercise, and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	stru, struc	(Latin root)	build, put together
2.	clam, claim	(Latin root)	cry out
3.	serv	(Latin root)	save, serve
4.	fund, fus	(Latin root)	pour, melt
5.	grad, gress	(Latin root)	take steps, go
6.	cur, curs	(Latin prefix)	run
7.	pel, puls	(Latin prefix)	drive, urge



EXERCISE 20

1. No one liked the new manager very much. She behaved as if everyone else's needs were *subservient* to her own.

2. The children *clamored* for more ice cream, but their parents ignored their noisy demands.

3. The sermon *infused* him with new faith, and he felt deeply happy.

4. After only a *cursory* glance at Anna's report, her supervisor labeled it an excellent piece of work and Anna beamed.

5. David is a *compulsive* cleaner. He won't stop until there isn't a speck of dust anywhere.

6. In every speech, my instructor manages to *digress* from the topic of the lecture. Every time it happens, we all sit there, patiently waiting for her to get back to the topic at hand.

7. I don't understand how he can *construe* that passage in such a negative light. From my point of view, the reviewer seems to have only positive things to say.

8. The detective's sudden *exclamation* alerted the search party that he had found the missing boy.

9. Because of his illness, he had begun *regressing* to childhood, and his behavior grew more childlike every day.



Stories Behind Words

Here are four more words with a colorful history. Learn the stories, and you will remember the words.

1. *Capricious.* The Latin word for "goat" is *capra*, and goats are known for their sudden and unaccountable leaps upward, forward, or sideward. It

is because of this odd and amusing behavior that the word *capricious* now means impulsive or unpredictable.

Sample Sentence The manager's capricious policies made employees nervous; they were never sure what she might do next.

Definition impulsive, unpredictable

Other Forms *capriciousness, capriciously*

2. *Augur.* In ancient Rome, an *augur* was an official person who could read signs and predict the future. He would then offer his advice to the emperor. Although official *augurs* have disappeared, we still have the word *augur*, which means to predict the future.

Sample Sentence The misery of the honeymoon did not augur well for the marriage.

Definition predict from signs, foretell, be a sign or promise of

Other Forms *augers, augured*

3. *Stentorian.* In the Iliad, Homer tells the story of Stentor, a Greek herald; who could shout as "loud as the cry of fifty men." Not surprisingly, *stentorian* refers to loud noises.

Sample Sentence Even when he wasn't using a microphone, the coach's *stentorian* commands could be heard throughout the gymnasium.

Definition very loud or powerful in sound

4. Laconic. In ancient Greece, the people of Laconia were known for their brevity of speech. According to a popular legend, a Laconian general was once threatened by a rival, who claimed that if he and his army came to Laconia, they would reduce it to ashes. Unimpressed, the general answered with the single word "if". Today, when we use the word *laconic*, we mean saying much with a few words.

Sample Sentence With just a few *laconic* remarks, she made her position clear to everyone present.

Definition brief and to the point

Other Forms laconically

EXERCISE 21

DIRECTIONS Fill in each blank with one of the four words you just learned.

1. Happily, the sales figures _____ a very profitable year for everyone involved.

2. Some people were charmed by his _____ behavior; others found his unpredictable actions rude and annoying.

3. The lawyer was famous for her _____ remarks to the jury; she didn't have to say much for the jury to get her message.

4. In _____ tones that could be heard on the second floor of the old school, the students recited their poems for a delighted audience of parents and teachers.





Working with Words

Here are seven more prefixes and roots you should know. Use them to figure out the meaning of the italicized words in the exercise below and write an approximate definition. After the exercise has been corrected, add the words and their meanings to your vocabulary file for regular review.

1.	re	(Latin prefix)	back, again
2.	com, con, col, co	(Latin prefix)	together, with, jointly
3.	fort	(Latin root)	strength
4.	mal	(Latin prefix)	bad, badly
5.	path	(Greek root)	feeling, suffering
6.	string, strict, stric	(Latin root)	draw, bind
7.	ver	(Latin root)	true

EXERCISE 22

1. The private eye stalked the surgeon for several months but always seemed to be one step behind. Moving from state to state, the surgeon set up practice and vanished, leaving behind a trail of botched operations and mutilated patients. When the investigator finally caught up with him, he turned the surgeon over to the authorities who suspended the doctor's license and *revoked* all hospital privileges.

2. You have to admire her emotional *fortitude* in the face of tragedy. Despite the loss of her husband in a terrible automobile accident, she was the one who held everything together.

3. Raccoons can be charming pets, but they never become fully domesticated. If neglected for any length of time, they quickly *revert* to their wild ways. They have been known to attack their owners, using sharp teeth and claws to inflict serious wounds.

4. In his early years, there was little if any evidence that Albert Einstein was a *veritable* genius. Because he was slow to talk and even slower to read, his teachers thought him hopeless. No one who knew him as a child guessed that he would one day revolutionize the world of science.

5. If a tumor remains localized and does not spread, there is no danger. It is said to be benign. But if the cells in the tumor break off and spread to other parts of the body, the tumor is *malignant*. Then it must be treated immediately.

6. Seventeenth-century Puritans believed that humiliation was a good way to reduce petty crime. Pickpockets, for example, were confined to the stocks and displayed to the public. The culprit's* wrists and ankles were put into the holes of a wooden frame placed in the middle of the town square. And there he or she would sit in front of a large sign identifying the nature of the crime. The townspeople would then gather around to view the humiliated *malefactor.*

7. My uncle can do just about anything with his hands—draw, paint, sculpt, or carve. Words, however, have never been his *forte.* If he has to explain something, he stumbles and stutters. It's a pity because he's a brilliant man. He's just never learned to express himself verbally. He thought his work would always speak for him.

8. Members of the snake family Boa are found all over the world. These snakes do not kill by poisoning their victims. They kill by *constriction*—by wrapping victims in their huge coils and then swallowing the body whole. A particularly large specimen of the Boa family could kill a person in this way. However, even the largest would have difficulty swallowing the body of a human being.

9. The medication for his heart made him increasingly *apathetic.* He just didn't seem to care about anything anymore. Most of the time, he just sat and stared out the window, and if friends came to call he could barely make conversation.

* culprit: wrong or evildoer.

10. When they arrive from the airport, one of the first sights visitors to Pittsburgh see is the Golden Triangle Park. A scenic spot, the park marks the *confluence* of three rivers: the Allegheny, the Monongahela, and the Ohio. It is from the meeting of these three rivers that the park derives its name.

Stories Behind Words

Here are four more words with stories in their past. Learn the stories, and you will remember the words.

1. *Draconian.* Draco was an Athenian law giver who lived around 620 B.C. and ruled with a stern hand. His laws were known for their strictness and cruelty. Today when we call laws, measures, or procedures *draconian,* we refer to their extreme severity.

Sample Sentence Although there was disorder in the city, it did not merit the draconian measures taken by the secret police.

Definition extremely harsh or cruel

2. *Pandemonium.* When John Milton wrote Paradise Lost, he needed a name for the center of Hall, the place where all demons and devils would gather. The name he chose was *pandemonium.* However, today the word *pandemonium* is not associated with evil spirits. It refers instead to any place filled with noise and confusion.

Sample Sentence When Madonna arrived at the AIDS benefits, the room was *pandemonium.*

Definition place of wild disorder or chaos

3. *Stoical.* In 308 B.C. the philosopher Zeno founded a school of philosophy called stoicism. One of the major principles was that wisdom should be untouched by passion. Today someone who is *stoical* does not seem to be affected by any intense emotions like joy, grief, or anger.

Sample Sentence I don't know how he could be so *stoical* in the face of such a loss.

Definition indifferent to pleasure or pain

Other Forms *stoically, stoicalness*

4. *Meander.* The Maiandros River is famous for the way it curves and twists its way through Asia Minor. Throughout history writers have been struck by the twisted route it follows so that the word *meander* means to follow a winding course. It also means to drift aimlessly.

Sample Sentence He *meandered* his way through the park until his dog got impatient and began pulling against her leash.

Definition to follow a winding course, to wander aimlessly

Other Forms *meandering, meanders, meandered*

EXERCISE 23

DIRECTIONS Fill in each blank with one of the four words you just learned. Be sure to use the correct form of the word.

1. As the couple _____ through the woods, they could hear the sound of the birds all around them.

2. The room was in complete _____ , and the young teacher did not know how to control.

3. The procedure was extremely painful, but my uncle was his usual _____ self.

4. The dictator imposed_____ laws on the country, and the people hated him for it.

Summing Up

Listed below are the most important points in Appendix A. Put a check mark in the box if you think the point is clear in your mind. Leave the box blank if you need to review the material one more time. The page numbers in parentheses tell you where to look to review each point on the list.

- ☐ 1. Prefixes are word parts that appear at the beginning of many words. Suffixes are word parts that appear at the end of many words. Roots are word parts that give words their core or base meaning. Prefixes, suffixes, and roots are useful clues to word meaning. (p.2)
- ☐ 2. Context clues can help you develop approximate definitions for unfamiliar words. Of the many different types of context clues, the most common are (1) example, (2) contrast, (3) restatement, and (4) general knowledge. (pp.4-6)
- ☐ 3. The context of a word affects its meaning, so don't assume that the meaning you figure out from context is the only one. (p. 10)
- ☐ 4. As a college student, you need two dictionaries, a paperback for class and a hardbound edition for home. (pp. 11-12)
- ☐ 5. Specialized vocabulary consists of words and phrases essential to understanding a particular subject. Authors use a number of devices to highlight or emphasize specialized vocabulary. (p.12)
- ☐ 6. To learn new words, make a vocabulary file of three-inch-by-five-inch index cards and review the cards in your spare time. Other strategies for remembering new words include finding a visual image, mapping words that share a common root, recording antonyms, and creating your own definitions. (pp. 16-17)



Chapter 1 : Review Test

Complete the following sentences or fill in the blanks.

1. Prefixes are _____

2. Suffixes are _____

3. Roots are _____

4. When you use context to determine the meaning of a word, you use _____

5. The four most common types of context clues are,

 _____, _____, _____

 and _____

6. Don't assume that the meaning you figure out from context is the only one, because _____

7. As a college student, you need a _____ for quick spelling checks in class, and you need a _____ for writing papers at home.

8. A ten-year-old dictionary at half price is not really a bargain, because _____

9. Specialized vocabulary consists of _____

10. Identify the four strategies for learning new words introduced in the

a. _____

b. _____

c. _____

d. _____



CHAPTER 2

SQ3R: A System for College Reading



In this chapter, you'll learn

- **about a five-step method for learning from textbooks, called *SQ3R*.**
- **how to put each of the five steps into practice.**
- **the benefits of using this highly researched and very successful system.**
- **how to adapt *SQ3R* to outside readings.**
- **how to use the Internet to expand background knowledge.**

If you are at home reading a novel by the best-selling author Stephen King, you probably won't look ahead to discover how the story ends. Nor, for that matter, will you ask yourself questions about plot, character, or atmosphere.

When you read for pleasure, you more than likely let your mind drift along with the story, almost as if you were dreaming it.

Yet this dreaming approach, so perfect for leisure reading, is not appropriate for your college assignments. To complete those assignments, you need to stay on your mental toes. In other words, you need a reading system that will keep you focused and alert at all times.

Although many such systems have been developed over the years, one in particular has withstood the test of time. This is a system called *SQ3R: Survey, Question, Read, Recite, Review.* Developed by writer and teacher Francis Robinson,[1] *SQ3R* is useful because it provides a ready-made sequence of steps. Still, it is flexible enough to be adapted to the requirements of your various assignments. This chapter, for example, will show you how the steps in *SQ3R* change depending on whether you are reading a textbook or a magazine article.

Because *SQ3R*—and almost any other study system invented—emphasizes the importance of background knowledge, Chapter 2 also offers some tips on using the Internet to gear up for college reading.



S: Survey Before You Read

> Simply reading straight through a chapter often leads to a case of intellectual indigestion.
>
> —Dennis Coon, psychologist

To get the most out of a textbook chapter, don't just open the book and start reading. Instead, *survey*, or preview, selected portions before actually reading the chapter whole or in part.

The portions, or sections, of a chapter you survey depend on two

[1] Francis P. Robinson, *Effective Study* (New York: Harper & Row, 1961).

factors: (1) your familiarity with the subject and (2) the author's style. If, for example, you think you know the subject fairly well, you could do a very brief survey. You might look only at the chapter title and at the first and last pages. However, if you think an author's style is hard to read and the subject matter unfamiliar, then by all means you should include each of the seven steps listed below.

Surveying a Textbook Chapter

1. Read the title.
2. Read any introductory material. Pay special attention to chapter outlines, lists of questions, goals, or objectives.
3. Use the title and introduction to form a general question or two about the chapter's overall point or points.
4. Read every heading as well as the first sentence following each heading.
5. Look at all the visual aids. Visual aids include pictures, maps, charts, boxes, and graphs. If captions or explanations accompany the visual aids, read them, too.
6. Pay attention to words that are printed in boldface or in the margins of the pages.
7. Read end-of-chapter summaries and questions. If there is no end-of-chapter summary, read the last page.

The Three Goals of Surveying

Surveying a chapter shouldn't take a long time. If the material is unfamiliar and the language difficult, you may need fifteen or even twenty minutes. But if you have some background in the subject and the author's style is fairly simple, you can easily complete your survey in five or ten minutes. The amount of time you take also depends on you and your goals for the course.

However long your survey takes, you should have three essential objectives in mind:

1. **Get an overview.** Use your survey to get an **overview,** or general picture, of the chapter's contents. Try to figure out what general point or points the chapter develops. Having an overview helps you *be selective while reading:* You know what you are looking for and which sections deserve your closest attention.

2. **Develop a focus.** Turning the title into a question is a good way to *give your reading a focus.* Why is having a focus important? That's easy. If you have a focus or purpose in mind, you are less likely to let your mind wander. Intent on answering the question you posed from the title, you are more likely to maintain your concentration and stay alert to the most essential points in the chapter.
3. **Divide the chapter into manageable parts.** Most textbook chapters are too long to read in one sitting. Sure, you can sit there and pretend you're reading. But after an hour or more of reading complex material, mental fatigue is likely to set in. At that point, you are only going through the motions of reading. You are no longer thinking your way through the text, which is what real studying requires.

 To stay focused and alert, divide a long chapter into manageable portions of fifteen or twenty pages. This is where your survey comes in handy. It will help you identify the natural divisions, or breaks, in the chapter. Then you can divide the chapter into manageable chunks to be completed in two, or even three, separate study sessions. There's an added bonus to this approach: Going back to the same chapter two or three different times gives you two or three different chances to review what you have covered. Thus each time you start a new section, you should look at the pages already completed and just briefly summarize the key points.

Focus Questions

As you survey, don't just flip through the pages of the chapter. Instead, keep questions like the following in mind:

1. What does the title suggest about the author's emphasis or focus?
2. According to the heading, what issues or topics will the author address?
3. Do any passages look especially difficult?
4. Does any of the material look familiar?
5. Which ideas deserve special attention?
6. Which words or phrases receive special emphasis such as **boldface** or *italics?*

7. How many pages should I plan to complete during this study session?
8. What background knowledge do I have about the topics or issues addressed in this chapter?

EXERCISE 1

DIRECTIONS Turn to the sample chapter titled *Ethics and Social Responsibility* on pages 85–105. Survey it according to the steps listed on page 39, making sure to read the first sentence following each heading. When you are finished, answer the questions below by filling in the blanks or circling the letter of the correct answer.

1. Based on your survey, how would you define the term *business ethics?*
 a. Business ethics is the study of right and wrong.
 b. Business ethics is the application of moral standards to business situations.
 c. Business ethics identifies moral issues associated with international trade.
 d. Business ethics focuses on the relationship between working conditions and productivity.

2. Based on your survey, which of the following topics do you think the chapter will *not* discuss?
 a. ethical concerns that arise in the business world
 b. morality and education
 c. the consumer movement
 d. pollution

3. How many theories of social responsibility will the chapter cover?

4. How many rights of consumers will be discussed in the chapter?

5. What three methods do the authors use to identify specialized vocabulary?

a. _____

b. _____

c. _____

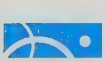
6. Based on your survey, how many factors affecting ethical behavior will you look for when reading the sample chapter?
 a. two
 b. three
 c. four
 d. five

7. *True* or *False.* Whereas air and water pollution are improving, land pollution is still a serious problem.

8. *True* or *False.* Noise pollution is unpleasant, but it does no harm.

9. Which of the following key terms would you *not* look for while reading the chapter?
 a. whistle blowing
 b. consumerism
 c. cost-benefit analysis
 d. caveat emptor

10. *True* or *False.* In terms of social responsibility, business has a better record than it once did.



Q: Turn Headings into Questions

Based on the title and introduction, you can usually come up with a general *question* that will help you stay focused on the chapter's overall point or message. However, you also need additional questions to help you figure out what each individual chapter section contributes to the larger whole. This is where the chapter headings come in. Questions based on the headings will help you determine how all the parts of the chapter combine to meet the author's objective of explaining, say, the causes of the Civil War or the difference between bacteria and viruses. All you have to do to create your questions is combine the headings with words like *what, why,* and *how.* For example, the sample chapter on pages 85–105 includes the

heading "Effects of Environmental Legislation." As soon as you see a heading like that, you should pose a question such as "What are the effects of environmental legislation?"

Checking Comprehension

Questions based on headings can also help you check your comprehension. If you pose a question based on a heading but can't answer that question when you finish reading, you need to consider two possibilities. The first is that you misinterpreted the heading and posed the wrong question. That's easy enough to determine. Can you sum up the main point of the chapter section and cite a few details that illustrate or explain it? If you can, you probably understood the chapter section but misunderstood the heading. That's not especially serious because you've grasped the author's message or meaning.

The second possibility is that you understood the heading correctly but had trouble understanding the ideas introduced in the chapter section. Here again, you need to test yourself. Can you sum up the author's point and cite a few details? If the answer is no, your inability to answer the question based on the heading suggests you need to reread the chapter section.

Rereading is common. This may surprise you, but skilled readers often have to reread whole or parts of chapter sections in order to understand them. If you can't answer the question you posed about a heading *and* you can't summarize the chapter section, you need to mark that portion of the text for rereading, perhaps with the letters *RR* or the symbol *2X*. The symbol doesn't matter all that much. What matters is that you identify any passages that need a second reading.

Major and Minor Headings

Most textbooks use **MAJOR** and **minor** headings to organize chapter content. Major headings identify the broad general topics or issues covered in the chapter. Minor headings follow major ones and help subdivide the larger, more general topic into smaller, more manageable subtopics.

For instance, page 99 of the sample chapter introduces the major heading "Employment Practices." The chapter section then explores two key practices: affirmative action programs and training programs for the hard-core unemployed. Arranged in outline form, the major and minor headings would look like this:

Employment Practices

Affirmative Action Programs

Training Programs for the Hard-Core Unemployed

A Note on *Who, When,* and *Where*

By all means use the words *who, when,* and *where* to develop questions. Just don't rely on them too heavily. Often they produce questions that generate short, factual answers. What you really need are questions that help you probe and explore the chapter in depth. The words *what, why,* and *how* are more likely to help you achieve your goal.

Use Your Own Experience and Knowledge

To formulate questions that guide your reading, don't rely solely on the chapter headings. Whenever you can, draw on your own personal knowledge and experience. For example, imagine that you are getting ready to read a chapter section with these headings.

Patterns of Adulthood

Ages 18–22: Leaving the Family

Ages 23–28: Building a Workable Life

Ages 29–34: Crisis of Questions

By all means, use the headings to raise questions like "How does one build a workable life?" and "What does the author mean by a 'crisis of questions'?" But don't forget to raise additional questions based on your own experience and knowledge, such as "Does my own life fit the patterns mentioned here?" "Did I or my friends leave our families between the ages of eighteen and twenty-two?" "Do I see a pattern in my life or in the lives of people around me?"

It pays to make connections between your reading and your own personal store of experience and knowledge. The more you can make new material personally meaningful, the more likely you are to understand and remember it.

Reminder: To stay focused and alert, divide a long chapter into manageable portions of fifteen or twenty pages.

EXERCISE 2

DIRECTIONS Here is another set of headings from the sample chapter. Create at least three questions that draw on the headings and, if possible, your own personal knowledge.

Two Views of Social Responsibility

The Economic Model

The Socioeconomic Model

The Pros and Cons of Social Responsibility

Arguments for Increased Social Responsibility

Arguments against Increased Social Responsibility



R: Read

After you have surveyed a chapter, it's time to start *reading* the pages you have allotted for your first assignment. This is the time to be completely focused. If you are not, you can easily start reading the words without grasping the meaning. To make sure you get the most out of every reading assignment, here are some tips for improving concentration and ensuring comprehension.

Read to Answer Your Questions

Each time you begin a chapter section, consciously bring to mind the questions you posed during your survey. Reading with specific questions in mind will help you locate key points more quickly. Each time you answer a question from your survey, you will also feel a sense of accomplishment. That sense of accomplishment will motivate you to keep reading even the most difficult and detailed assignments.

Make Predictions

As you read, try to predict, or anticipate, what the author will say next. If, for example, the author writes that "Antarctica *was once* considered a frigid wasteland," it makes sense to predict that he or she is about to challenge this belief. The phrase "was once" usually signals that the author is paving the way for a new perspective or point of view.

Making predictions while reading serves the same function as posing questions. It keeps your mind actively focused on the author's meaning. After all, to decide whether or not your predictions were correct, you have to pay close attention to the author's words. This kind of close attention guarantees you a thorough understanding of new material.

Write While You Read

If for some reason I could give just one piece of advice to student readers, this would be it: *Always write while you read.* Writing while reading promotes concentration, increases comprehension, and ensures remembering. If you want to do well in school, you must become one of those people—and they do exist—who can't pick up a book without having a pencil or pen in hand. As soon as they start reading, they underline key points, take notes in the margins, and highlight key words or phrases with their own personal code of symbols.

Underlining

When you set out to underline, don't go on automatic pilot, underlining every word in every sentence. Be selective. Underline just enough so that you can review or take notes solely from the underlined words. To see the difference between selective and nonselective underlining, compare these two passages from a history text:

a. By late 1946 the simmering antagonisms between Moscow and Washington had come to a boil. The U.S. and USSR abandoned their wartime alliance of convenience and struggled for advantage in the power vacuum left by the defeat of Germany and Japan, the exhaustion and bankruptcy of Western Europe, and the crumbling of colonial empires in Asia and Africa. Misperception and misunderstanding mounted as the two powers sought the upper hand, each feeding the other's fears and setting the stage for a dangerous conflict. (Boyer et al., *The Enduring Vision,* p. 795.)

b. By late 1946 the simmering antagonisms between Moscow and Washington had come to a boil. The U.S. and USSR abandoned their wartime alliance of convenience and struggled for advantage in the power vacuum left by the defeat of Germany and Japan, the exhaustion and bankruptcy of Western Europe, and the crumbling of colonial empires in Asia and Africa. Misperception and misunderstanding mounted as the two powers sought the upper hand, each feeding the other's fears and setting the stage for a dangerous conflict. (Boyer et al., *The Enduring Vision,* p. 795.)

Passage **a** is correctly underlined. Read only the underlined words and you can still understand the central idea of the passage: "By 1946 antagonisms between Moscow and the U.S. were at a high pitch because each side wanted to fill the power vacuum left by the defeat of Germany and Japan; the exhaustion of Western Europe; and the failing empires in Asia and Africa." Passage **b,** in contrast, shows no selectivity. To review for exams, or take notes, you would have to reread the entire passage.

Being selective when you underline does more than save time. It also ensures understanding and remembering. Every time you decide to underline or not to underline a word, you are actively thinking about the material. Active thinking is what aids both comprehension and memory.

Writing in the Margins

Use the margins of your textbook to summarize key points, compare opposing points of view, cite your own personal experience, and jot down potential test questions. As with underlining, making marginal notes forces you to think deeply about the material. It also gives your long-term memory time to absorb new information.

Using Symbols to Highlight Names, Dates, and Key Points

People use different symbols to make information stand out in the text. Some like to put boxes around key names or events, whereas others might prefer circles. To highlight lists of reasons or examples, many people use numbers, but some like to use letters. The symbols you use don't matter, as long as they serve their purpose. The symbols should make significant information stand out from the text so that you can spot it immediately when it's time to review.

Exercise 3

DIRECTIONS Only one of the following selections has been marked according to the guidelines given on pages 46–47. Decide which selection that is.

a. **Insanity.** When an adult charged with a crime pleads insanity as a defense—which happens very infrequently—he or she, in effect, asserts: "The normal rule that all adults are presumed legally capable of committing a crime does not apply in my case, because I am so severely mentally ill that I am incapable of committing crime. Thus, what looks like a crime in my case really was not a crime at all." Under common law, the so-called M'Naghten Rules (1843) made this defense concrete. It was an interesting case, worth remembering. Daniel M'Naghten (he actually spelled his name McNaughten, but nowadays his name is customarily spelled differently) was obsessed by the idea that Sir Robert Peel, by creating the Metropolitan Police in London, wanted to destroy the liberties of Englishmen. He stalked Sir Robert to kill him, but mistakenly shot and killed his secretary. M'Naghten was acquitted of the murder charge by virtue of insanity.

This acquittal aroused so much controversy that the House of Lords was called on to clarify the defense of insanity for future cases (1843). It did so, and the ruling became known as the M'Naghten Rules. Simply stated, they provide: A defendant is not guilty of crime if, at the time of the act, due to severe mental illness, (1) the defendant did not know the nature and quality of his or her act (in other words, did not appreciate what he was doing so that the "act requirement" was not fulfilled) or (2) the defendant did not know the wrongfulness of his or her act.

This test was widely used in England and America, yet it was frequently misunderstood. In fact, some courts, emphasizing the second part of the test, simply inquired whether the defendant knew the difference between right and wrong. This interpretation produced many miscarriages of justice, so that courts constantly changed and reshaped their tests of insanity. (Freda Adler, Gerhard O.W. Mueller, and William S. Laufer, *Criminal Justice.* New York: McGraw-Hill, 1994, p. 91. Copyright © 1994. Reproduced with permission of the McGraw-Hill Companies.)

b. **Insanity.** When an adult charged with a crime pleads insanity as a defense—which happens very infrequently—he or she, in effect, asserts: "The normal rule that all adults are presumed

legally capable of committing a crime does not apply in my case, because I am so severely mentally ill that I am incapable of committing crime. Thus, what looks like a crime in my case really was not a crime at all." Under common law, the so-called M'Naghten Rules (1843) made this defense concrete. It was an interesting case, worth remembering. Daniel M'Naghten (he actually spelled his name McNaughten, but nowadays his name is customarily spelled differently) was obsessed by the idea that Sir Robert Peel, by creating the Metropolitan Police in London, wanted to destroy the liberties of Englishmen. He stalked Sir Robert to kill him, but mistakenly shot and killed his secretary. M'Naghten was acquitted of the murder charge by virtue of insanity.

M'Naghten Rules

House of Lords

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Frequently misunderstood

This test was widely used in England and America, yet it was frequently misunderstood. In fact, some courts, emphasizing the second part of the test, simply inquired whether the defendant knew the difference between right and wrong. This interpretation produced many miscarriages of justice, so that courts constantly changed and reshaped their tests of insanity. (Adler, Mueller, and Laufer, *Criminal Justice*, p. 91.)

c. **Insanity.** When an adult charged with a crime pleads insanity as a defense—which happens very infrequently—he or she, in effect, asserts: "The normal rule that all adults are presumed legally capable of committing a crime does not apply in my case, because I am so severely mentally ill that I am incapable of committing crime. Thus, what looks like a crime in my case really was not a crime at all." Under common law, the so-called M'Naghten Rules (1843) made this defense concrete. It was an interesting case, worth remembering. Daniel M'Naghten (he actually spelled his name McNaughten, but nowadays his name is customarily spelled differently) was obsessed by the idea that Sir Robert Peel, by creating the Metropolitan Police in London, wanted to destroy the liberties of Englishmen. He stalked Sir Robert to kill him, but mistakenly shot and killed his secretary. M'Naghten was acquitted of the murder charge by virtue of insanity.

John Hinckley used this defense

M. Rules (1843)

This acquittal aroused so much controversy that the House of Lords was called on to clarify the defense of insanity for future cases (1843). It did so, and the ruling became known as the M'Naghten Rules. Simply stated, they provide: A defendant is not guilty of crime if, at the time of the act, due to severe mental illness (1) the defendant did not know the nature and quality of his or her act (in other words, did not appreciate what he was doing so that the "act requirement" was not fulfilled), or (2) the defendant did not know the wrongfulness of his or her act.

Not guilty under two conditions

This test was widely used in England and America, yet it was frequently misunderstood. In fact, some courts, emphasizing the second part of the test, simply inquired whether the defendant knew the difference between right and wrong. This interpretation produced many miscarriages of justice, so that courts constantly changed and reshaped their tests of insanity. (Adler, Mueller, and Laufer, *Criminal Justice,* p. 91.)

How did they reshape?

Passage ____ fits the guidelines introduced on pages 46–47.

Reminder: Always write while you read.



R: Recite

Unfortunately, most students think they can skip this step in *SQ3R.* Yet, *reciting,* or mentally answering questions about each chapter section, is a key step to understanding and remembering what you read.

Test Your Understanding

Reciting immediately after reading is a great way to test your understanding. If you can't recite answers to such questions as "What was this section about?" or "What did the author want readers to know?" then you probably haven't understood the material. Similarly, if you can't answer any of the questions you posed after your survey, you should definitely mark some or all of that chapter section for a later rereading.

If you can recite the key points in a chapter section, you've taken a crucial step toward remembering what you've read. Reciting after

reading gives your mind a chance to go over the material a second time. Repetition of new information is what helps you remember it.

Write Out the Answers

In describing the second *R* in *SQ3R,* its creator, Francis Robinson, suggested that readers go beyond reciting and actually write out answers to their questions. He believed that writing the answers is a better test of comprehension because you can't fool yourself into accepting vague or only half-formed answers.

Although you might not want to follow Robinson's advice for every reading assignment, do consider it for assignments that are difficult and have special importance. If, for example, you are struggling with biology, and biology is your major, you probably should write out the answers to your questions about each chapter section.

Exercise 4

DIRECTIONS Test your understanding of the material you have just read by writing answers to the following three questions.

1. Why is it a good idea to recite after reading?

2. If you can't recite answers to any of your questions, what should you do?

3. Why did Francis Robinson believe that students should actually write answers to the questions they posed about a chapter section?

R: Review

Like reciting after finishing a major section, *reviewing* the entire chapter after you complete it is a critical step. Reviewing tells you

which chapter sections you understood and which ones you need to reread. Because reviewing gives you a second chance to reflect on the author's ideas, it also helps you remember what you've read.

The review you do immediately after completing a chapter should be brief, no more than fifteen minutes. During this time, you can choose any of several different ways to review. You can look over the headings and see what you recall about each one. Or, you can skim only the words you've underlined and mentally fill in what's missing. You might even ask a friend to read the chapter headings to you so you can say aloud what you remember about each one. The kind of review you do depends on how difficult the material is and how thoroughly you need to know it.

Informal Outlining

If you want to get a head start on preparing for exams, you should consider making an informal outline of the chapter sections as part of your review. When you make an **informal outline**—as opposed to a formal one in which the organization and symbols are strictly prescribed—don't worry about how you use numbers or letters, phrases or sentences. At this stage in your reading and test preparation, you don't want, or need, to be too detailed. With time, you will add to the informal outline you first created for chapter review. Initially, all you want or need is a list of the major and minor headings, along with a brief statement about each chapter section. Here is an illustration of a partial outline based on pages 94–95 of the sample chapter.

Two Views of Social Responsibility

1. *Economic model: Society benefits most if business is left alone to make a profit.*

2. *Socioeconomic model: Doesn't just emphasize profits, also looks at impact on society.*

Notice those big spaces between each item in the outline. They are there for a reason. Over time, those spaces would be filled in based on your rereading of the chapter and your lecture notes. When exam time rolled around, you would no longer have to look at your textbook. You would have a detailed outline of the chapter that included everything essential and eliminated anything that was not.



Adapting *SQ3R*

Part of the beauty of *SQ3R* is its flexibility. It's a system that can always be modified to suit the material. Say you are reading a chapter that separates passages with numbered questions. If this is the case, you would naturally make reading the questions part of your survey technique. Similarly, if marginal notes appear throughout the chapter, you would automatically use them to formulate questions to guide your reading. The rule of thumb is a simple one: Always adapt *SQ3R* to the material at hand, adding, modifying, or eliminating steps where appropriate.

SQ3R and Outside Readings

It's very common for instructors to assign journal or magazine articles that are related to textbook assignments or classroom lectures. Here again, using *SQ3R* will aid both comprehension and memory. You do, however, need to take into account the length and format of the outside readings. They will be a good deal shorter than textbook chapters, and they may or may not have headings, introductions, or summaries.

Surveying Magazines and Journal Articles

The following sequence of steps should be used if you are reading a very technical or complicated article. If the material is somewhat familiar and not that difficult, you can probably eliminate step 5.

Surveying Articles

1. Read the title. If possible, turn it into a question.
2. Read the first paragraph.
3. Pose a general question about the reading's main idea.
4. If there are headings, read them.
5. Read the first line of every paragraph.
6. Look at any visual aids.
7. Read the last paragraph.
8. Ask yourself how the reading connects to your textbook assignments.

Reminder: Always be willing to adapt your survey to the material, adding or eliminating steps to suit the author's subject and style.



Expanding Your Knowledge via the World Wide Web

Textbooks necessarily address unfamiliar topics and issues. Thus, many students find it hard to make personal connections between what they know and what they read. There's no denying that this can be a problem. Fortunately, in the age of the World Wide Web,* it is a problem with a solution. Nowadays, you can browse the Web and research just about any subject.

Let's say, for example, that you were assigned a chapter titled "Harry Truman and the Cold War," but your background knowledge about both topics—Truman and the Cold War—is skimpy or nonexistent. There was a time when the only thing you could do about this gap in your knowledge was ask your instructor for some outside reading on the subject and hope you could find the books or articles suggested—along with the time to do the reading. This was a time-consuming procedure, to say the least. Unfortunately, when you're a student, time is in short supply. Lucky for you, you can now access

*World Wide Web: A system of computerized documents linked together to form a vast information network.

the World Wide Web and use a search engine like *AltaVista, Lycos,* or *Infoseek,* among others, to get the information you need. To illustrate, let's turn to the Web for some background knowledge about the Truman administration and the Cold War.

Key Words Are Critical

Search engines like the three mentioned previously collect and organize information from thousands of different Web sites,* each with its own URL,* or Web site address. (Since new sites are constantly being added to the Web, search engines are always coming up with new Web site addresses. Thus, there's no guarantee that the screen that comes up one day in response to a key word will also come up a week later.) However, to make use of that information, you have to give your search engine the right key words; otherwise you could end up with a list of Web sites that have nothing to do with your topic. Look, for example, at screen 1 on page 56. It illustrates what happened when the search engine *Lycos* looked for Web sites that refer to the word *Truman.* To be sure, some of the Web sites included in screen 1 are relevant, or related, to our search. Site 6, for example, looks like it might prove helpful. Most of the sites, however, are way off the mark. We certainly are not going to learn anything about the Cold War or the Truman administration if we go to site 1, where we'll find information about the 1998 film *The Truman Show.*

What we have to do at this point is narrow our search by refining the search term *Truman.* As a guideword for the search engine, that one word is too general; it can refer to or include too many subjects we are not interested in, such as the writer Truman Capote and the movie *The Truman Show.* To get the information we want, we need to make the search term more specific. We have to add words to it so that our search engine focuses on sites that deal with Harry Truman's handling of the Cold War.

Let's see what happens when we change the search term to "*Harry Truman and the Cold War.*" Note, too, that we have put quotation marks around the phrase. The quotation marks tell the search engine to look for exactly that sequence of words. Look at screen 2 on page 57, which appeared in response to the more specific search term.

The second, more specific search term has given us what we need. Actually, it's given us more than we need. We might want to check out most of these sites if our goal was to write a book on the Cold

* Web sites: Web pages devoted to different subjects.
* URL: The letters stand for Uniform Resource Locator.

Screen 1

| POPULAR | WEB SITES | NEWS ARTICLES

Keyword GO

1. **Truman** Show, The (1998) - Credits and more about the **Truman** Show
 Arts > *Movies* > *Titles* > *T* > **Truman Show, The**

2. **Truman** Library Museum - **Truman** Library & Museum hosts documents, photographs, virtual exhibits, audio, oral histories, digital archives, kids page, educational information about President **Truman**, and the Presidency.
 Reference > *Libraries* > **Presidential Libraries**

3. The **Truman** Show - Everything you wanted to know about The **Truman** Show.
 Arts > *Movies* > *Titles* > *T* > **Truman Show, The**

4. Welcome to the Harry **Truman** Scholarship Foundation
 Society > *History* > *United States* > *Presidents* > **Truman, Harry, S**

5. Harry S. **Truman** Library & Museum
 Society > *History* > *United States* > *Presidents* > **Truman, Harry S**

6. Harry S **Truman**
 Society > *History* > *United States* > *Presidents* > **Truman, Harry S**

7. **Truman** Capote: A Black + White Tribute - Stark, simple site design with emphasis on content.
 Arts > *Literature* > *World Literature* > *American Literature* > *20th Century* > **Capote, Truman**

8. Lambda Chi Alpha - **Truman** State University - Phi Psi Zeta - In Kirksville, MO. The university is named for President Harry S. **Truman**, a Lambda Chi at this chapter.
 Reference > *Education* > *Colleges and Universities* > *Student Organizations* > *Greek Life* > **Lambda Chi Alpha**

9. Alpha Sigma Alpha - **Truman** State University - Alpha Beta Chapter - AB chapter of "Alpha Sig" in Kirksville, MO.
 Reference > *Education* > *Colleges and Universities* > *Student Organizations* > *Greek Life* > **Alpha Sigma Alpha**

10. **Truman** State University, Theta Tau Chapter
 Science > *Social Sciences* > *Political Science* > *Organizations* > **Pi Sigma Alpha**

[18,136 **More Web Sites** about **Truman**]

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Screen 2

WEB SITES | POPULAR | WEB SITES | NEWS ARTICLES

564 Web sites were found in a search of the complete Lycos Web catalog

Keyword GO

1. Truman on Americans' cold-war fear of involvement - DON'T SIGN PETITIONS President Harry Truman, in a speech at Detroit's 250th anniversary celebration, as quoted in the New York Times on July 29, 1951: Now listen to this one. This malicious propaganda
 http://www.english.upenn.edu/~afilreis/50s/truman-quote.html

2. HARRY S TRUMAN - HARRY S. TRUMAN Elliot R., 5/29/98 GROLIER HOMEPAGE LINK Harry Truman was a very important president. He was the thirty-third U.S. president and he ran for two four-year terms, 1945-1953. In his firs
 http://www.uofdhigh.k12.mi.us/library/ptrur.html

3. Cold War Resource Guide - Copyright © Since 1988 Email The American War Library Home | G.I. Photo Museum | Locator/Registry Forms Vet/Military Websites | Wallet Card | Discussion Forums | Cold War Resource Guide To add a Web s
 http://members.aol.com/veterans/warlib6x.htm

4. American History Online - Links for Chapter 26: The Cold War at Home and Abroad - Home About Links Links Visuals Primary Sources Activities Go to Links for Chapter: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Chapter 26 The Cold War at Home and
 http://longman.awl.com/history/links_26.htm

5. March 1 Deadline For Conference On Cold War - March 1 Deadline For Conference On Cold War COLLEGE STATION - "Public Discourse in Cold War America" will be the theme for the fourth Annual Texas A&M Conference on Presidential Rhetoric being held at
 http://www.tamu.edu/univrel/news/stories/021698-3.htm

6. HARRY S TRUMAN - HARRY S TRUMAN (please note that there is no period after the 'S' since it was just an initial and not a name) Truman, Harry S, 1884-1972, 33rd president of the U.S.; b. Lamar, Mo. He grew up on a far
 http://www.parida.com/harry.html

7. A A&E Biography Series - Harry Truman: A New View, Plus 1000's more Video's at D - A&E Biography Series - Harry Truman: A New View This Video Title and 1,000's More Are Available At Discount Pricing From A M R Serving Satisfied Customers ... July 96' Regarded as one of this cent
 http://amrvideo.com/new/SOE-10466.htm

8. Harry Truman: A New View-Item Page - QTY: Biography: Harry Truman: A New View AAE-10466 $14.95 50 minutes Products are unavailable for shipment outside of the U.S. and Canada Regarded as one of this century's great presidents, he oversa
 http://store.aetv.com/aetvstore/zitem.icl?featid=10466&orderidentifier=icat_orderid&eflag=0

9. Cold War - Cold War: Postwar Estrangement The Western democracies and the Soviet Union discussed the progress of World War II and the nature of the postwar settlement at conferences in Tehran (1943), Yalta (Febr
 http://metalab.unc.edu/expo/soviet.exhibit/coldwar.html

10. KOREAN WAR VIDEOS - KOREAN WAR Korea: MacArthur's War Examines the powerful battle of wills between General Douglas MacArthur and President Harry S Truman and tells the story of a war that cost over 3,000 American and 2
 http://www.sisto.com/video/korean.htm

[554 More Web Sites about **"Harry Truman and the Cold War"**]

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War, but that's clearly not our intention. We just want some broad, general knowledge about the Cold War and the Truman administration's response to it.

Selecting Sites

Admittedly, deciding which site to look at is a bit hit-or-miss. Your first two choices may not reward you, whereas your third choice may prove invaluable. Still, there are some pointers you can follow.

1. **Read the site descriptions carefully and be selective about the ones you choose.** For example, site 1 in screen 2 focuses on a speech Truman made about Americans' fear of Cold War involvement. While this site may prove valuable for writing a paper later on, the chances are it won't give you the broad, general overview you want in preparation for reading a textbook chapter on the Cold War.
2. **Avoid sites that advertise products.** The more a site is concerned with selling products, the less likely you are to find a broad base of information. Plus, such sites are likely to be heavy on pictures, and pictures take longer than text to come up on the screen. You don't want to wait several minutes for the screen to be completed only to discover that the site is devoted to the sale of Truman T-shirts.
3. **Look for sites that mention some or all of the words in your search term.** As you can see from screen 2, each site is identified by a topic such as "Harry S Truman" or "Cold War Resource Guide." You are more likely to find what you need on these sites rather than you are on, say, site 10, where the topic is "Korean War Videos."
4. **Look for sites that have *edu*, *org*, or *gov* in their address.** These sites are linked to educational or government institutions and are more likely to have the kind of factual information you are looking for. They also tend to be on the Web longer and to be revised on a regular basis. Personal Web sites, in contrast, often disappear in a year or so and are not so regularly updated.

Following those pointers, let's click on site 9 (screen 2) and see what comes up. The results are shown in screen 3 on page 59.

Screen 3

Cold War

Back Forward Stop Refresh Home AutoFill

Address: http://metalab.unc.edu/expo/soviet.exhibit/coldwar.html go

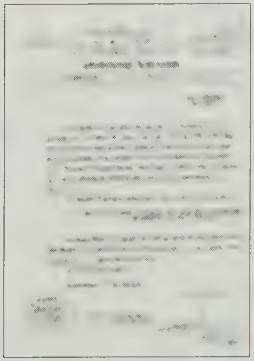
Favorites History Search Scrapbook Page Holder

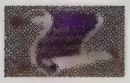
Cold War: Postwar Estrangement

The Western democracies and the Soviet Union discussed the progress of World War II and the nature of the postwar settlement at conferences in Tehran (1943), Yalta (February 1945), and Potsdam (July-August 1945). After the war, disputes between the Soviet Union and the Western democracies, particularly over the Soviet takeover of East European states, led Winston Churchill to warn in 1946 that an "iron curtain" was descending through the middle of Europe. For his part, Joseph Stalin deepened the estrangement between the United States and the Soviet Union when he asserted in 1946 that World War II was an unavoidable and inevitable consequence of "capitalist imperialism" and implied that such a war might reoccur.

The Cold War was a period of East-West competition, tension, and conflict short of full-scale war, characterized by mutual perceptions of hostile intention between military-political alliances or blocs. There were real wars, sometimes called "proxy wars" because they were fought by Soviet allies rather than the USSR itself -- along with competition for influence in the Third World, and a major superpower arms race.

After Stalin's death, East-West relations went through phases of alternating relaxation and confrontation, including a cooperative phase during the 1960s and another, termed detente, during the 1970s. A final phase during the late 1980s and early 1990s was hailed by President Mikhail Gorbachev, and especially by the president of the new post-Communist Russian republic, Boris Yeltsin, as well as by President George Bush, as beginning a partnership between the two states that could address many global problems.





Telegram to President Truman

Internet zone

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The first page that comes up when we click on Web site 9 (screen 3 on p. 59) definitely offers you some general background knowledge about the Cold War. Still, except for the telegram, it does not mention Harry Truman. Although it is tempting to go through the rest of the pages on the site looking for references to Truman, the first screen suggests a broader focus than we need because it goes way beyond the years of Truman's administration. A better decision is to go back to the original list of sites and click on site 6, which is devoted specifically to Truman. What comes up is what you see on screen 4 (p. 61).

As a broad overview of Truman's contribution to Cold War politics, this Web page is invaluable. Having read it, you are ready to turn back to the sample chapter secure in the knowledge that you have a mental framework into which you can plug new information. That framework is what will help you comprehend and remember the material in the chapter.

Screen 4

HARRY S TRUMAN

Back Forward Stop Refresh Home AutoFill

Address: http://www.parida.com/harry.html go

Favorites History Search Scrapbook Page Holder



HARRY S TRUMAN

(please note that there is no period after the "S" since it was just an initial and not a name)

Truman, Harry S, 1884-1972, 33rd president of the U.S.; b. Lamar, Mo. He grew up on a farm near Independence, Mo., and served in World War I. In 1919 he married Elizabeth (Bess) Virginia Wallace; they had one daughter, Mary Margaret. After a decade in local Democratic politics, he was elected U.S. senator in 1934 and reelected in 1940. During World War II, he achieved national prominence as chairman of a committee investigating government spending. He was nominated for vice president in 1944 and elected along with Pres. Franklin D. ROOSEVELT. Roosevelt's death on Apr. 12, 1945, thrust Truman into the presidency at a crucial time-the closing days of World War II. After the war in Europe ended on May 8, Truman authorized the use of the ATOMIC BOMB against Japan at HIROSHIMA (Aug. 6) and NAGASAKI (Aug. 9). On Aug. 14, Japan surrendered. Truman's domestic program, essentially a continuation of Roosevelt's NEW DEAL, was frustrated by the resurgence of the Republicans, who won control of Congress in 1946. In foreign affairs, increasing tensions with the USSR resulted in the COLD WAR. Truman took increasingly tough stands. The Truman Doctrine (1947) was aimed at protecting Greece and Turkey from Communist domination. The MARSHALL PLAN (1947) was designed to effect the economic recovery of Western Europe. The NORTH ATLANTIC TREATY ORGANIZATION (1949) was a multinational defense plan. In the 1948 presidential election Truman won a stunning (and unexpected) victory over Thomas E. DEWEY. Foreign affairs also dominated his second term, particularly American involvement in the KOREAN WAR. Truman chose not to run for reelection in 1952 and retired to Independence. His term of office was marked by controversy from beginning to end. Among his controversial acts were his decision to use the atomic bomb, the "loss" of China to the Communists, and his firing of Gen. Douglas MACARTHUR during the Korean War. He was much respected for his plain speaking and for his ability to make hard decisions, however, and during the 1970s public opinion polls consistently showed him to be among the most admired of American presidents. The Concise Columbia Encyclopedia is licensed from Columbia University Press. Copyright © 1995 by Columbia University Press. All rights reserved.

Internet zone

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Exercise 5

DIRECTIONS Search the Web to find answers to the questions.

EXAMPLE

(*True*) or *False.* The great pitcher Leroy "Satchel" Paige was the first African American elected to the Baseball Hall of Fame.

Key Words: "Satchel Paige"

EXPLANATION Tell your search engine to look for Web sites mentioning the name Satchel Paige, and www.blackbaseball.com is likely to appear. Click on it, and you will discover that Paige was indeed the first African American elected to the Baseball Hall of Fame.

1. *True* or *False.* In the notorious "Black Sox" scandal of 1919, all eight players accused of fixing the World Series were acquitted.

 Key Words: "Black Sox Scandal"

2. *True* or *False.* In 1971, the poet Pablo Neruda was awarded the Nobel Prize in Literature.

 Key Words: "Nobel Prize Winners"

3. *True* or *False.* The Kansas-Nebraska Act of 1854 made slavery illegal in these two states.

 Key Words: "Kansas-Nebraska Act"

4. *True* or *False.* Los Angeles was once called "El Pueblo de Nuestra Señora la Reina de Los Angeles Porcioncula."

 Key Words: "History of Los Angeles"

5. *True* or *False.* Thomas Edison designed New York's Brooklyn Bridge.

 Key Words: "Brooklyn Bridge"



Expanding Your Horizons

Pablo Neruda (1904–1973) is probably the most widely read of all Spanish-language poets. To see why—and to better understand why he was chosen for the Nobel in 1971—go to http://www-personal.umich.edu/~@greene/Neruda. If that particular Web site is no longer available, use your favorite search engine and type in "Pablo Neruda" in the search box. That will give you a host of sites to choose from.

End-of-Chapter Reading 2

DIRECTIONS Survey the reading titled "Dreamchasers" using the steps listed below. When you finish, answer the questions in **Part A** on pages 66–67.

Survey Steps

1. Read the title; turn it into a question.
2. Read the first paragraph.
3. Read the headings.
4. Jot down some questions based on the headings.
5. Read the first sentence following each heading.
6. Read the last paragraph.
7. Consider what background knowledge you might have about dreams and what they mean.

DREAMCHASERS

1 Each night our sleep is punctuated by periods of intense activity. Pulse and breathing quicken, blood pressure fluctuates, eyes dart back and forth beneath closed lids—and we dream. Researchers have clearly mapped the physiology of rapid eye movement (REM) sleep. But the function of our dreams is still a mystery. Judging by the deluge of research reported at the annual conference of the Association for the Study of Dreams, held recently, the solution is still elusive. But scientists are in hot pursuit.

Does Dreaming Help?

2 One clue comes from psychologist Carlyle Smith and his colleagues at Trent University in Ontario. They found that REM sleep is crucial to learning, especially when we acquire complex new skills.

3 Smith and his coworkers taught a group of college students two mental tasks of varying difficulty on the same day: The easy one was learning to associate pairs of words; the hard one was the Wff'n'Proof logic game, which requires elaborate mental gymnastics. That night in the sleep lab, some of the students were awakened each time they slipped into the REM phase of sleep. Others were roused several times during non-REM sleep, still others were kept awake all night, and a lucky few snoozed undisturbed.

4 The next day, all four groups performed equally well on the

easy task. But on the hard one, students who had slept all night or had been interrupted only during non-REM sleep performed much better than those who had lost either REM sleep or an entire night's sleep. REM sleep seemed to help the students master the game.

5 Smith suggests that, compared with learning simple mental skills, "the Wff task requires the subject to develop a new cognitive strategy to deal with something novel and difficult." REM sleep, he says, is somehow involved in developing or processing such new mental strategies.

Dreams That Reveal Secrets

6 Beyond helping us learn, dreams often help us come to grips with the traumatic events in our lives. Veronica Tonay, a doctoral candidate in psychology at the University of California, Berkeley, found, for example, that the dreams of women who were sexually abused as children often become psychic battlegrounds where they relive—and redefine—the pain and humiliation of that trauma.

7 For her research, Tonay analyzed more than 400 dreams reported by eight women who were victims of childhood sexual abuse and found striking differences between their dreams and those of nonabused women. The sexually abused women more often suffered aggression during their dreams—being attacked by men who frequently appeared as vicious animals. And these women's dreams often involved explicit sexual interactions, a rarity in most women's dreams.

8 Frightening scenes in which children were neglected or harmed were frequent in abused women's dreams. One dreamer stood by helplessly as her father opened fire on a crowd of children, crippling one little girl. In another dream, a woman saw her abusers throwing sewage into the ocean.

9 With a nod to Freud,* Tonay suggests that dream analysis can be helpful to therapists working with abuse victims who are either ashamed to admit what happened to them or who have totally blocked out these memories. "Many people don't experience their emotions directly," says Tonay. "The dream can be the best way to get a sense of a person's emotional past."

10 Dreams also can record people's progress in coming to grips with that past. Tonay reported that the dreams of one abused woman were filled with extreme violence and despair early in a

* Sigmund Freud (1856–1939): A student of the mind, Freud thought dreams revealed its workings.

year of psychotherapy. But in her dreams later in therapy, the woman began to fight back, often yelling at or resisting her aggressors.

Warning of Heart Failures

11 Twenty-three centuries ago, Hippocrates searched his patients' dreams for references to the sun, moon and stars. He used these images to diagnose health or illness.

12 Modern dream research finds no link between the stars and physical well-being, but internist Robert C. Smith of Michigan State University reported a possible connection between dream content and health. He has found that some dreams involving death or disruption of personal relationships may herald serious illness long before the extent of the disease becomes apparent to the patients or their doctor.

13 Smith studied the dreams of 48 men and women admitted to the hospital for cardiology tests. Although the people had some prior signs of heart trouble—often a history of chest pain or an abnormal electrocardiogram—none of them had been admitted for a heart attack or any other acute heart problems.

14 Before diagnostic testing, each patient recounted a dream from the preceding year. When Smith compared the number of dream incidents of death or separation with the "pumping power" of each patient's heart, he found that the weaker the pump, the more troubled the dreams.

15 Smith learned that heart disease manifested itself differently in the dreams of men and women, possibly because of sociocultural differences. Men with failing hearts had dreams rich with references to death. Women with heart disease were haunted by dreams of relationships being torn apart by forces beyond their control.

16 As Smith was quick to point out, only about 5% of people who dream of death and separation are suffering from serious illness. Such dreams, he says, are more often prompted by psychological illness or types of extreme stress.

17 Smith's results aren't likely to find immediate medical applications, but his study "goes a long way toward establishing that at least one type of dream has meaning. It's a warning—a red light."

Nightmares and Personality

18 For some individuals who are otherwise very healthy, nightmares are all-too-familiar nighttime companions. These people continue to suffer from nightmares even beyond childhood, when most of us have outgrown them. Psychiatrist Ernest Hartmann of Tufts

University believes that such people's nightmares more likely reflect their personality than their struggles with a traumatic past or with their health.

19 Hartmann has found evidence that people prone to recurrent nightmares have personalities with "thin boundaries." He means they are more open and sensitive than average and become quickly and deeply involved in relationships with individuals, although they usually do not identify strongly with groups of any kind.

20 To test boundary thickness, Hartmann developed a 138-item Boundary Questionnaire and gave it to more than 1,000 people, including nightmare sufferers, university students, art students and career naval officers. He found that nightmare sufferers have thin boundaries, as do art students. This jibes with other studies showing that many nightmare sufferers are artistic or otherwise creative people. Naval officers turned up, not surprisingly, at the opposite end of the boundary spectrum—a very thick-boundaried group.

21 Hartmann speculates that boundary thickness may reflect a basic organizational pattern of the brain, one that's genetically determined or established early in life. The openness of thin-boundaried people may predispose them to creativity—but also to a childlike vulnerability that leaves many at the mercy of "things that go bump in the night." Nightmares, then, may be the price some healthy people pay for being sensitive and creative individuals.

Susan Chollar, "Dreamchasers," *Psychology Today*, April 1989, pp. 60–61. Reprinted with permission from *Psychology Today* Magazine. Copyright © (1989) Sussex Publishers, Inc.

Part A: Surveying and Posing Questions

DIRECTIONS Answer the questions by circling either the letter of the correct answer or the answer itself.

1. Based on what you learned from your survey, which question would most effectively guide you to the *overall* meaning of the selection?

a. What do dreams tell us about heart disease?

b. How do dreams reveal secrets?

c. What is the function of dreams?

d. How do dreams help us come to terms with traumatic events?

2. According to your survey, which of the following statements is *not* true?

a. Creative people are likely to have nightmares.

b. Hippocrates, the father of medicine, studied dreams.

c. Scientists have finally solved the mystery of dreams.

d. The psychologist Carlyle Smith has contributed to dream research.

3. Based on your survey, to which group does the title refer?

a. People who are highly creative

b. People who study dreams

c. People who pursue their goals in the face of obstacles

d. People who are afraid to fall asleep

4. *True* or *False.* Nightmares are always a sign of ill health.

5. Based on your survey, which prediction seems most appropriate to the reading?

a. The reading will suggest the various functions of dreams.

b. The reading will show that, throughout history, people have correctly predicted the future by analyzing dreams.

c. The reading will show that nightmares are warnings of danger.

d. The reading will explain why it is impossible to study dreams.

STOP! At this point, you need to go back and read the selection from first paragraph to last. Don't forget to write while you read. When you finish, answer the questions in Part B.

Part B: Reading and Reviewing

6. Which of the following statements most effectively sums up the central or main point of the entire reading?

a. People who have nightmares are generally very sensitive; they are likely to get quickly and deeply involved in relationships.

b. Getting a good night's sleep is important when trying to learn complex skills.

c. Dreams often re-create the traumas of childhood.

d. Research suggests that dreams have not one but several functions.

7. Which of the following is *not true* based on your reading of the selection?

a. Dreams can indicate the presence of heart disease.

b. Anyone who dreams of death and separation is suffering from a serious illness.

c. Using dreams to diagnose illness is a tradition that goes back for centuries.

d. REM sleep is crucial to learning new and complicated tasks.

8. *True* or *False.* The research of psychologist Carlyle Smith showed that REM sleep is essential to some kinds of learning.

9. *True* or *False.* Dream research suggests that physical well-being can be predicted by the stars.

10. *True* or *False.* Nightmare sufferers tend to be creative.

Word Notes: Words from Names

The end-of-chapter reading introduced the name of Sigmund Freud (p. 64), the father of psychoanalysis, a theory of the mind and its ills. If you've taken an introductory psychology course, you may already know that Freud had a powerful influence on the treatment of psychic problems. Still, you might not know what a *Freudian slip* is. But you can probably guess what it is after reading the following description of a young woman who makes a classic Freudian slip:

> Walking into an interview for a job she very much wants, a young woman immediately notices that the man interviewing her has a huge bandage across his nose. She vows not to stare at it and tells herself not to mention it for fear of offending him. Instead, she looks at a single rose in a vase on his desk and says, "Oh, my, what a gorgeous nose. Is that from your garden?"

As the above context suggests, Freudian slips are verbal mistakes that reveal thoughts we would prefer to keep to ourselves.

Other people besides Freud—both real and fictional—have given their names to words. The word *mesmerize,* for example, comes from a very successful hypnotist named Anton Mesmer, who claimed he could cure the ills of those he put into a trance. Although Mesmer was probably a fraud, his name lives on and is a synonym for *hypnotize.*

William A. Spooner, a clergyman with a tendency to tangle his tongue, is said to have told a bridegroom, "It is now kissto-

mary to cuss the bride." Mr. Spooner would probably not have been happy to learn that his name lives on in the word *spoonerisms.* The word refers to speech in which letters are mistakenly reversed and produce rather funny results. An example would be "Let me sew you to your sheet" instead of "Let me show you to your seat."

Using any of the references cited on pages 26–27 in Chapter 1, track down the people who gave their names to the following words. Explain what it was about each person's behavior that made his or her name the source of a word.

1. Quisling: _____

2. Martinet: _____

3. Narcissist: _____

4. Casanova: _____

Test 1: Reviewing the Key Points

DIRECTIONS Answer the following questions by filling in the blanks or circling the letter of the correct answer.

1. What is *SQ3R*?

Step to learning

2. The *S* in *SQ3R* stands for *Survey*. What are the three goals of a survey?

overview

3. The *Q* stands for *Questions*. Why raise questions before you begin reading?

focus

4. The first *R* stands for *Read*. When you read a textbook chapter, which of the following suggestions will *not* aid your comprehension?

a. After finishing each chapter section, take a break and make a phone call or go for a walk around the block.

b. Break the chapter up into portions of fifteen to twenty pages and complete the chapter in two or more study sessions.

c. Write while you read.

d. Make predictions before you begin reading and confirm or contradict them as you read the material.

5. The second *R* stands for *Recite*. Why is it a good idea to recite after reading?

The it's said or read the more
your will remember

6. The third *R* stands for *Review*. Why is it a good idea to review the entire chapter once you finish it?

Increase us. your mss important information

7. To get a head start on exam preparation, what should you do during your review of a chapter?

Take not (outline)

8. How can the World Wide Web help you with your reading assignments?

Get more information and understing

9. Why are key words critical when it comes to exploring the World Wide Web?

it's Broading the serch

10. Which three sets of letters indicate that a Web site is likely to contain factual information. edu og gov

To correct your test, turn to page 639 in the back of the book. If you get an answer wrong, be sure to review the pages indicated in the key, next to the correct answer.

Test 2: Using *SQ3R*

DIRECTIONS: Survey the reading titled "The Los Angeles Barrio." Read the first paragraph along with the first sentence of the remaining paragraphs. Then read the last paragraph. After completing your survey, answer the questions in **Part A** (pp. 74–75). Then go back and read the selection from beginning to end, making sure to thoroughly mark key passages and to write in the margins. When you finish, answer the questions in **Part B** (p. 75).

THE LOS ANGELES BARRIO

In the early 1930s, the depths of the depression, a party went on in the heart of Los Angeles's Mexican barrio. The members of the Nava family planned to return to their native Mexico the next day, and their friends bade them good-bye. Without work or money, the Navas had accepted an offer made to all barrio residents by the welfare authorities: free transportation back to Mexico . . . one-way only.

But as it happened, the Navas never boarded the train for Mexico. That night their eight-year-old son Julián suffered a ruptured appendix and was rushed to the hospital. He survived, but in the aftermath of the crisis, the family decided to remain in Los Angeles.

The Navas were only one of many thousands of Los Angeles families of Mexican origin whose lives were disrupted by the depression. Mexicans had first migrated to the city in large numbers in the early twentieth century, to take jobs laying track for the Pacific Electric Railroad. The 1910 census reported 8,917 Mexicans in Los Angeles, but knowledgeable local observers put the figure at closer to 20,000.

Mexicans continued to pour into the city even after the railroad-construction boom ended. They took the lowest-paying urban jobs and found seasonal employment as agricultural workers. By 1930 the Mexican population of Los Angeles County stood at 167,000—the largest concentration of Mexicans in the world outside Mexico City. Most lived in "Sonora Town," the sprawling barrio of East Los Angeles.

When the depression hit, unemployment soared in the barrio, and the newcomers, once welcomed as a source of cheap labor, were now denounced as a drain on scarce relief funds. In January 1931 the Los Angeles County welfare director telegraphed Washington, asking that a team of immigration officials be sent to the city to supervise the deportation of Mexicans. The presence of fed-

eral representatives, he said, would "have a tendency to scare many thousands of alien deportables out of this district, which is the result intended."

Arriving as requested, immigration officers conducted dragnet raids in the barrio and made highly publicized arrests of Mexican aliens lacking proper documentation. In one raid in February 1931, police surrounded a downtown park popular with the Mexicans and held some four hundred adults and children captive for over an hour.

Meanwhile, Los Angeles welfare officials announced their plan of free one-way transportation to Mexico. The cost of sending a full trainload of returnees (called *repatriados*) to Mexico, they calculated, would be more than offset by annual savings in relief payments. Though the plan was "voluntary," those who refused to become *repatriados* found their relief payments cut off and, later in the 1930s, their applications for jobs in the WPA, PWA, or other New Deal work programs rejected. Under combined federal and local pressure, an estimated seventy thousand Mexicans left Los Angeles in 1931 alone.

Underlying this deportation drive was not only concern about welfare costs but prejudice. Some native-born Angelenos referred to the newcomers contemptuously as "greasers"; papers played up stories of barrio gang wars and crimes involving Mexicans. The Mexican community did not accept this injustice passively, however. The city's Spanish-language newspaper, *La Opinión*, and the barrio's business association denounced the intimidating tactics of immigration and welfare officials.

As the worst of the depression passed and the deportations and "voluntary" departures diminished, the rhythm of life in the barrio resumed, presenting a fascinating picture of a community suspended between two cultures. Radios covered with colorful *serapes* broadcast both the latest popular songs and the native folk melodies of Mexico, called *rancheros*. Supermarket food supplemented such traditional fare as enchiladas, tamales, and burritos. Though influenced by the cosmopolitan life around them, the Mexicans of Los Angeles spoke Spanish in the barrio, lit votive candles to the Virgin Mary in their churches, and perpetuated traditional remedies and folk beliefs dating back centuries.

The younger generation, gathering on the barrio's sidewalks in the warm southern California evenings, developed a distinctive street culture involving endless conversation, dramatic hairdos, a swaggering air of bravado,* and flamboyant styles of dress: short

* bravado: show of false bravery.

skirts, black stockings, and perilously high heels for the girls; widely draped, deeply pleated "zoot suits" for the boys.

Whereas some of the barrio's young people turned to the vibrant* street life, others concentrated on making their way in the larger society. Among the latter was Julián Nava. After high school and World War II naval service, Nava went on to Pomona College and Harvard University. In the 1960s, by then a history professor at San Fernando State College, he was elected to the Los Angeles School Board. In 1971 he became the board's president, with responsibility for a school system enrolling 650,000 students and operating on an annual budget of $750 million.

Julián Nava had come a long way since that depression-era night when an appendicitis attack had changed the course of his life. And Los Angeles had come a long way as well. The once despised Mexican minority had become an integral part of the city's fabric, affecting in countless ways its culture, its music, its religion, its cuisine, and the very texture of its life.

Paul Boyer et al., *The Enduring Vision*, pp. 743a and b.

Part A: Surveying and Posing Questions

DIRECTIONS Answer the questions by circling either the letter of the correct answer or the answer itself.

1. Based on your survey, which statement is accurate?
 a. During the depression, Mexican residents voluntarily left the city of Los Angeles to return to their homeland.
 b. When the depression hit, immigration officials in Los Angeles tried to force Mexican residents to return to their homeland.
 c. Throughout the depression, Los Angeles opened its arms to Mexican immigrants.
 d. During the depression, Mexicans living in Los Angeles did not suffer as severely as other ethnic groups in California.

2. Which of the following questions would most effectively guide your reading of the entire selection?
 a. What effect did the depression have on the lives of the Mexican people living in Los Angeles?
 b. Who was Julián Nava?

* vibrant: lively.

c. Why did Mexican workers first come to Los Angeles?

d. How did the city of Los Angeles survive the depression of the 1930s?

3. *True* or *False.* During the depression, Mexican residents of Los Angeles were offered a one-way ticket back to Mexico.

4. *True* or *False.* Efforts by immigration officials to deport Mexican residents were never fueled by prejudice.

5. *True* or *False.* The younger generation of Mexicans living in Los Angeles developed their own distinct culture.

STOP! Now go back and read the selection carefully. Remember, too, to write while you read. When you finish, answer the questions in Part B.

Part B: Reading and Reviewing

6. Mexicans had first migrated to Los Angeles to

a. build bridges.

b. pick fruit.

c. lay railroad track.

d. build automobiles.

7. Returnees to Mexico were called

a. serapes.

b. rancheros.

c. huevos.

d. repatriados.

8. *True* or *False.* Even after the depression, life remained hard and difficult for the Mexican residents of Los Angeles.

9. *True* or *False.* The Mexican community passively accepted the deportation drive by immigration officials.

10. *True* or *False.* Julián Nava grew up and left Los Angeles, bitter about how he and his family were treated during the depression.



Test 3: Using SQ3R

DIRECTIONS Survey the reading titled "Study Habits—Avoiding the Last-Minute Blues." Read the opening paragraphs, all the headings, and the first sentence following each one. Then read the final paragraph. After you complete your survey, answer the questions in **Part A** (pp. 78–79). Then go back and read the selection from beginning to end, making sure to thoroughly mark key passages. When you finish, answer the questions in **Part B** (p. 79).

STUDY HABITS—AVOIDING THE LAST-MINUTE BLUES

It is important to realize that virtually every topic is interesting to someone, somewhere. Although I may not be interested in the sex life of the South American tree frog, a biologist might be fascinated. If you wait for your teachers to "make" their courses interesting, you are missing the point. Interest is a matter of *your attitude*. Students and teachers *together* make a class rewarding. It's a big mistake to blame poor performance in college on circumstances "beyond your control." Students who believe that success is due to effort and motivation do better in the long run (Noel et al., 1987).

With the preceding in mind, let's consider a few things you can do to improve your study habits.

Study in a Specific Place It goes almost without saying that you should study in a quiet, well-lighted area free of distractions. If possible, you should also have at least one place where you only study. Do nothing else at that spot: Keep magazines, radios, friends, pets, posters, games, puzzles, food, lovers, sports cars, elephants, pianos, televisions, hang gliders, kazoos, and other distractions out of the area. In this way, studying will become strongly linked with one specific place (Beneke & Harris, 1972). Then, rather than trying to force yourself to study by "willpower," all you have to do is go to your study area. Once there, you'll find it relatively easy to get started.

Use Spaced Study Sessions It is quite reasonable to review intensely before an exam. However, if you are actually learning information for the first time ("cramming"), you are asking for trouble. Research suggests that spaced practice is a more efficient way to study (Naveh-Benjamin, 1990). Spaced practice consists of a large number of relatively short study sessions, rather than one or two long ones (called massed practice). (It might be worth remember-

ing that if you "massed up" your studying, you probably messed it up too.)

Cramming places a tremendous burden on memory. It is far better to learn small amounts on a daily basis and to review frequently. It also makes sense to reward yourself with a treat of some kind after each of your study sessions, to keep yourself motivated between tests.

Try Mnemonics Students sometimes complain about having to memorize for classes. But learning has to start somewhere, and memorizing is often the first step. Psychologists now know a great deal about how to improve memory, but let's consider just one technique here.

A **mnemonic** (nee-MON-ik) is a memory aid. Most mnemonics link new information to ideas or images that are easy to remember. For example, imagine that you want to remember that the Spanish word for duck is *pato* (pronounced POT-oh). To use a mnemonic, you could picture a duck in a pot or a duck wearing a pot for a hat (Pressley, 1987). Or, to remember that the cerebellum controls coordination, you might picture someone named "Sarah Bellum" who is very coordinated. Obviously, there are many ways to create mnemonics.

Test Yourself Many students overlook one of the best ways to improve test scores: When studying, you can arrange to take several practice tests before the real one in class. In other words, studying should include **self-testing** by use of flash cards, learning checks, a study guide, or questions you ask yourself. As you study, ask as many questions as you can and be sure you can answer them. Studying without testing yourself is like practicing for a basketball game without shooting any baskets.

Overlearn There is something else to keep in mind: Many students *underprepare* for exams, and most *overestimate* how well they will do on exams (Murray, 1980). A solution to both problems is **overlearning.** To overlearn, you should continue studying beyond bare mastery of a topic. This means that you need to give yourself time for extra study and review *after* you think you are prepared for a test.

Here's another reason for overlearning. Compared with students who prepare for multiple-choice questions, students who expect to take an essay test (usually the hardest kind) do better on essay, multiple-choice, and short-answer tests (Foos & Clark, 1984). Before tests, students always ask, "Will it be essay or mul-

tiple choice?" But as the study shows, *it is best to approach all tests as if they were essays.* By doing so, you will learn information more completely, so that you will really "know your stuff" when you take the test.

Goal Setting Many students also find it helpful to set specific goals for themselves (Schunk, 1990). If you have trouble staying motivated, it's a good idea to set goals for the semester, the week, the day, and even for single study sessions. Be realistic when setting your goals, but don't underestimate yourself either. You can greatly reduce the "pain" and stress you will experience at the end of the semester by increasing your efforts at the outset (Brown, 1991).

Students who tend to procrastinate do better when they are given frequent smaller assignments (Rothblum, Solomon, & Murakami, 1986). If your professors don't give frequent assignments, make up your own day-to-day goals. An example would be reading, studying, and reviewing eight pages a day to complete a forty-page chapter in five days. Many small steps can add up to an impressive journey.

Dennis Coon, *Essentials of Psychology: Exploration and Application,* 6th ed. © 1994. Reprinted with permission of Wadsworth, a division of Thomson Learning. Fax 800-730-2215.

Part A: Surveying and Posing Questions

DIRECTIONS Answer the questions by circling either the letter of the correct answer or the answer itself.

1. Based on your survey, which statement is accurate?
 a. The expertise of the teacher is the most important element in a student's success.
 b. The ability to manage time is the key to success in college.
 c. Students who want to do well in college need to work on developing the right study habits.
 d. Teachers need to work harder to make college lectures interesting to students; too often, they forget that students are unfamiliar with the subject matter and likely to be easily bored.

2. Which of the following questions would most effectively guide your reading of the entire selection?
 a. What are mnemonics?
 b. Why do spaced study sessions work?

c. What study habits are likely to produce success in college?

d. Why is procrastination so common among college students?

3. *True* or *False.* Most students overprepare for exams.

4. *True* or *False.* Most students overestimate how well they will do on exams.

STOP! Now go back and read the selection from first paragraph to last. When you finish, answer the questions in Part B. *Note:* Remember to write while you read.

Part B: Reading and Reviewing

5. Based on your reading, which statement most effectively sums up the main point or central message of the selection?

a. Mnemonics are the key to success in college.

b. Procrastination is universal among college students.

c. Students need to take charge of their education by developing the right study habits.

d. Next to procrastination, perfectionism is the biggest drawback to success in college.

6. Based on your reading, which of the following statements is *not* accurate?

a. Contrary to what most people think, playing music while you study actually improves concentration.

b. Spaced practice is usually more effective than massed practice.

c. Mnemonics are memory aids.

d. Self-testing is one of the best ways to improve exam scores.

7. *True* or *False.* Good students force themselves to study by using "willpower."

8. *True* or *False.* When you are learning new information for the first time, one long study session is the best way to review for exams.

9. *True* or *False.* Setting specific goals helps maintain motivation.

10. *True* or *False.* It's a good idea to approach all tests as if they were essay tests.

Test 4: Using *SQ3R*

DIRECTIONS: Survey the reading titled "Labor-Management Legislation." Read the opening paragraph, all of the headings, and the first sentence following each one. Then read the marginal notes and the final paragraph. When you finish your survey, answer the questions in **Part A** (pp. 82–83). Then go back and read the selection from beginning to end, making sure to thoroughly mark key passages. When you finish, answer the questions in **Part B** (pp. 83–84).

LABOR-MANAGEMENT LEGISLATION

Learning Objective Identify the main focus of several major pieces of labor-management legislation.

As we have noted, business opposed early efforts to organize labor. The federal government generally supported anti-union efforts through the court system, and in some cases federal troops were used to end strikes. Gradually, however, the government began to correct this imbalance through the legislative process.

Norris-LaGuardia Act

The first major piece of legislation to secure rights for unions, the *Norris-LaGuardia Act* of 1932, was considered a landmark in labor-management relations. This act made it difficult for businesses to obtain court orders that banned strikes, picketing, or union membership drives. Previously, courts had issued such orders readily as a means of curbing these activities.

National Labor Relations Act

The *National Labor Relations Act,* also known as the *Wagner Act,* was passed by Congress in 1935. It established procedures by which employees decide whether they want to be represented by a union. If workers choose to be represented, the Wagner Act requires management to negotiate with union representatives. Before this law was passed, union efforts were sometimes interpreted as violating the Sherman Act (1890) because they were viewed as attempts to monopolize. The Wagner Act also forbids certain unfair labor practices on the part of management, such as firing or punishing workers because they are pro-union, spying on union meetings, and bribing employees to vote against unionization.

National Labor Relations Board (NLRB) the federal agency that enforces the provisions of the Wagner Act

Finally, the Wagner Act established the **National Labor Relations Board (NLRB)** to enforce the provisions of the law. The NLRB is primarily concerned with (1) overseeing the elections in which employees decide whether they will be represented by a union and (2) investigating complaints lodged by unions or em-

ployees. For example, believing Wal-Mart management was treating their union organizing activities unfairly, some employees of that company took their grievance to the National Labor Relations Board. The NLRB made a ruling against Wal-Mart for improperly restricting the efforts of union organizers. Wal-Mart was forced to allow the employees to post union information on the company's bulletin boards and to allow union activity to take place on company property.

Fair Labor Standards Act

In 1938 Congress enacted the *Fair Labor Standards Act.* One major provision of this act permits the federal government to set a minimum wage. The first minimum wage, which was set in the late 1930s and did not include farm workers and retail employees, was $0.25 an hour. Today the minimum wage is $5.15 an hour. Some employees, such as farm workers, are still exempt from the minimum wage provisions. The act also requires that employees be paid at overtime rates for work in excess of forty hours a week. Finally, it prohibits the use of child labor.

Labor-Management Relations Act

The legislation of the 1930s sought to discourage unfair practices on the part of employers. Recall . . . that union membership grew from approximately 2 million in 1910 to almost 12 million by 1945. Unions represented over 35 percent of all nonagricultural employees in 1945. As union membership and power grew, however, the federal government began to examine the practices of labor. Several long and bitter strikes, mainly in the coal mining and trucking industries in the early 1940s, led to a demand for legislative restraint on unions. As a result, in 1947 Congress passed the *Labor-Management Relations Act,* also known as the *Taft-Hartley Act,* over President Harry Truman's veto.

The objective of the Taft-Hartley Act is to provide a balance between union power and management authority. It lists unfair labor practices that unions are forbidden to use. These include refusal to bargain with management in good faith, charging excessive membership dues, harassing nonunion workers, and using various means of coercion against employers.

The Taft-Hartley Act also gives management more rights during union organizing campaigns. For example, management may outline for employees the advantages and disadvantages of union membership, as long as the information it presents is accurate. The act gives the president of the United States the power to obtain a temporary injunction to prevent or stop a strike that endan-

injunction a court order requiring a person or group either to perform some act or to refrain from performing some act

gers national health and safety. An **injunction** is a court order requiring a person or group either to perform some act or to refrain from performing some act. Finally, the Taft-Hartley Act authorized states to enact laws to allow employees to work in a unionized firm without joining the union. About twenty states (many in the South) have passed such *right-to-work laws.*

Landrum-Griffin Act

In the 1950s, Senate investigations and hearings exposed racketeering in unions and uncovered cases of bribery, extortion, and embezzlement among union leaders. It was discovered that a few union leaders had taken union funds for personal use and accepted payoffs from employees for union protection. Some were involved in arson, blackmail, and murder. Public pressure for reform resulted in the 1959 *Landrum-Griffin Act.*

This law was designed to regulate the internal functioning of labor unions. Provisions of the law require unions to file annual reports with the U.S. Department of Labor regarding their finances, elections, and various decisions made by union officers. The Landrum-Griffin Act also ensures each union member the right to seek, nominate, and vote for each elected position in his or her union. It provides safeguards governing union funds, and it requires management and unions to report the lending of management funds to union officers, union members, or local unions.

Pride, Hughes, and Kapoor, *Business,* pp. 284–285.

Part A: Surveying and Posing Questions

DIRECTIONS Answer the questions by circling either the letter of the correct answer or the correct answer itself.

1. Based on your survey, which statement is accurate?
 a. The reading is about government efforts to discourage unions.
 b. The reading is about the role of unions in labor history.
 c. The reading is about legislation that encouraged the growth of unions.
 d. The reading is about the decrease in union membership after the 1950s.

2. Which question would most effectively guide your reading of the entire selection?
 a. What government legislation helped correct the imbalance between business and labor?

b. What legislation helped labor in 1935?

c. What was the Labor Standards Act?

d. Who was LaGuardia?

3. Which piece of legislation was the first to secure rights for unions?

a. Fair Labor Standards Act

b. National Labor Relations Act

c. Norris-LaGuardia Act

d. Landrum-Griffin Act

4. Which piece of legislation was designed to weed out union corruption?

a. Fair Labor Standards Act

b. National Labor Relations Act

c. Norris-LaGuardia Act

d. Landrum-Griffin Act

5. *True* or *False.* In the 1930s, the goal of labor legislation was to discourage unfair practices on the part of employers.

STOP! Now go back and read the selection from first paragraph to last. When you finish, answer the questions in Part B. *Note:* Remember to write while you read.

Part B: Reading and Reviewing

6. The Norris-LaGuardia Act of 1932

a. permitted the federal government to set a minimum wage.

b. made it difficult for businesses to obtain court orders that barred strikes or picketing.

c. sought to provide a balance between labor power and management authority.

d. regulated the internal functions of labor unions.

7. Which act established the National Labor Relations Board?

a. the Sherman Act

b. the Wagner Act

c. the LaGuardia Act

d. the Landrum-Griffin Act

8. *True* or *False.* When some Wal-Mart employees took their complaints to the National Labor Relations Board, the NLRB found in the union's favor.

9. *True* or *False.* The Landrum-Griffin Act gives the president the power to prevent a strike that endangers public safety.

10. *True* or *False.* Congress passed the Taft-Hartley Act over President Harry Truman's veto.

Ethics and Social Responsibility

2

LEARNING OBJECTIVES

1. Understand what is meant by *business ethics.*
2. Identify the types of ethical concerns that arise in the business world.
3. Discuss the factors that affect the level of ethical behavior in organizations.
4. Explain how ethical decision making can be encouraged.
5. Describe how our current views on the social responsibility of business have evolved.
6. Explain the two views on the social responsibility of business and understand the arguments for and against increased social responsibility.
7. Discuss the factors that led to the consumer movement and list some of its results.
8. Analyze how present employment practices are being used to counteract past abuses.
9. Describe the major types of pollution, their causes, and their cures.

Obviously, organizations like Ford Motor Company want to be recognized as responsible corporate citizens. Such companies recognize the need to harmonize their operations with environmental demands and other vital social concerns. Not all firms, however, have taken steps to encourage a consideration of social responsibility and ethics in their decisions and day-to-day activities. Some managers still regard such business practices as a poor investment, in which the cost is not worth the return. Other managers—indeed, most managers—view the cost of these practices as a necessary business expense, similar to wages or rent.

Most managers today, like those at Ford, are finding ways of balancing a growing agenda of socially responsible activities with the drive to generate profits. This also happens to be a good way for a company to demonstrate its values and to attract like-minded employees, customers, and stockholders. In a highly competitive business environment, an increasing number of companies are, like Ford, seeking to set themselves apart by developing a reputation for ethical and socially responsible behavior.

We begin this chapter by defining *business ethics* and examining ethical issues. Next we look at the standards of behavior in organizations and how ethical behavior can be encouraged. We then turn to the topic of social responsibility. We compare and contrast two present-day models of social responsibility and present arguments for and against increasing the social responsibility of business. After that, we examine the major elements of the consumer movement. We discuss how social responsibility in business has affected employment practices and environmental concerns. Finally, we consider the commitment, planning, and funding that go into a firm's program of social responsibility.

Business Ethics Defined

LEARNING OBJECTIVE 1

Understand what is meant by *business ethics.*

ethics the study of right and wrong and of the morality of the choices individuals make

business ethics the application of moral standards to business situations

Ethics is the study of right and wrong and of the morality of the choices individuals make. An ethical decision or action is one that is "right" according to some standard of behavior. **Business ethics** is the application of moral standards to business situations. Recent court cases involving unethical behavior have helped make business ethics a matter of public concern. In one such case, Copley Pharmaceutical, Inc., pled guilty to federal criminal charges (and paid a $10.65 million fine) for falsifying drug manufacturers' reports to the Food and Drug Administration. In another much-publicized case, the federal government launched an assault on the ethics of the Joe Camel advertising campaign of R. J. Reynolds Tobacco Company. Donna Shalala, Secretary of Health and Human Services, has stated her view of those ethics quite plainly: "The Clinton Administration is committed to kicking Joe Camel and others who glamorize tobacco products out of our children's lives. Each day, 3,000 young people become regular smokers, and 1,000 will have their lives cut short as a result of smoking."

Ethical Issues

LEARNING OBJECTIVE 2
Identify the types of ethical concerns that arise in the business world.

Ethical issues often arise out of a business's relationship with investors, customers, employees, creditors, or competitors. Each of these groups has specific concerns and usually exerts pressure on the organization's managers. For example, investors want management to make sensible financial decisions that will boost sales, profits, and returns on their investments. Customers expect a firm's products to be safe, reliable, and reasonably priced. Employees demand to be treated fairly in hiring, promotion, and compensation decisions. Creditors require accounts to be paid on time and the accounting information furnished by the firm to be accurate. Competitors expect the firm's competitive practices to be fair and honest.

Businesspeople face ethical issues every day, and some of these issues can be difficult to assess. Although some types of issues arise infrequently, others occur regularly. Let's take a closer look at several ethical issues.

Fairness and Honesty

Fairness and honesty in business are two important ethical concerns. Besides obeying all laws and regulations, businesspersons are expected to refrain from knowingly deceiving, misrepresenting, or intimidating others. The consequences of failing to do so can be expensive. Recently, for example, the German automobile firm of Bayerische Motoren Werke AG (BMW) received a court order to pay $2 million to a U.S. buyer because it had failed to inform him that his car paint had been damaged and retouched. Testimony showed that about one thousand other Americans had also unknowingly bought touched-up BMWs.

Organizational Relationships

A businessperson may be tempted to place his or her personal welfare above the welfare of others or the welfare of the organization. Relationships with customers and coworkers often create ethical problems. Unethical behavior in these areas includes taking credit for others' ideas or work, not meeting one's commitments in a mutual agreement, and pressuring others to behave unethically.

Conflict of Interest

Conflict of interest results when a businessperson takes advantage of a situation for his or her own personal interest rather than for the employer's interest. Such conflict may occur when payments and gifts make their way into business deals. A wise rule to remember is that anything given to a person that might unfairly influence that person's business decision is a bribe, and all bribes are unethical.

COMMUNICATIONS

Business communications, especially advertising, can present ethical questions. False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisements aimed at children must be especially careful to avoid misleading messages. Advertisers of health-related products must also take precautions to guard against deception when using such descriptive terms as "low fat," "fat free," and "light." In fact the Federal Trade Commission has issued guidelines on the use of these labels.

Factors Affecting Ethical Behavior

LEARNING OBJECTIVE 3

Discuss the factors that affect the level of ethical behavior in organizations.

Is it possible for an individual with strong moral values to make ethically questionable decisions in a business setting? What factors affect a person's inclination to make either ethical or unethical decisions in a business organization? Although the answers to these questions are not entirely clear, three general sets of factors do appear to influence the standards of behavior in an organization. The sets consist of individual factors, social factors, and opportunity.

Several individual factors influence the level of ethical behavior in an organization. How much an individual knows about an issue is one factor: a decision maker with a greater amount of knowledge regarding a situation may take steps to avoid ethical problems, whereas a less-informed person may unknowingly take action that leads to an ethical quagmire. An individual's moral values and central, value-related attitudes also clearly influence his or her business behavior. Most people join organizations to accomplish personal goals. The types of personal goals an individual aspires to and the manner in which these goals are pursued have a significant impact on that individual's behavior in an organization.

A person's behavior in the workplace is, to some degree, determined by cultural norms, and these social factors vary from one culture to another. For example, in some countries it is acceptable and ethical for customs agents to receive gratuities for performing ordinary, legal tasks that are a part of their jobs, whereas in other countries these practices would be viewed as unethical and perhaps illegal. The actions and decisions of coworkers is another social factor believed to shape a person's sense of business ethics. For example, if your coworkers make long-distance telephone calls on company time and at company expense, you might view that behavior as acceptable and ethical because everyone does it. The moral values and attitudes of "significant others"—spouses, friends, and relatives, for instance—can also affect an employee's perception of what is ethical and unethical behavior in the workplace.

Opportunity refers to the amount of freedom an organization gives an employee to behave unethically if he or she makes that choice. In some organizations, certain company policies and procedures reduce

the opportunity to be unethical. For example, at some fast-food restaurants, one employee takes your order and receives your payment and another fills the order. This procedure reduces the opportunity to be unethical because the person handling the money is not dispensing the product, and the person giving out the product is not handling the money. The existence of an ethical code and the importance management places on this code are other determinants of opportunity (codes of ethics are discussed in more detail in the next section). The degree of enforcement of company policies, procedures, and ethical codes is a major force affecting opportunity. When violations are dealt with consistently and firmly, the opportunity to be unethical is reduced.

Now that we have considered some of the factors believed to influence the level of ethical behavior in the workplace, let's explore what can be done to encourage ethical behavior and to discourage unethical behavior.

Encouraging Ethical Behavior

LEARNING OBJECTIVE 4
Explain how ethical decision making can be encouraged.

Most authorities agree there is room for improvement in business ethics. A more problematic question is, Can business be made more ethical in the real world? The majority opinion on this issue suggests that government, trade associations, and individual firms can indeed establish acceptable levels of ethical behavior.

The government can encourage ethical behavior by legislating more stringent regulations. But rules require enforcement, and the unethical businessperson frequently seems to "slip something by" without getting caught. Increased regulation may help, but it surely cannot solve the entire ethics problem.

Trade associations can and often do provide ethical guidelines for their members. These organizations, which operate within particular industries, are in an excellent position to exert pressure on members that stoop to questionable business practices. However, enforcement and authority vary from association to association. And because trade associations exist for the benefit of their members, harsh measures may be self-defeating.

Codes of ethics that companies provide to their employees are perhaps the most effective way to encourage ethical behavior. A **code of ethics** is a written guide to acceptable and ethical behavior as defined by an organization; it outlines uniform policies, standards, and punishments for violations. Because employees know what is expected of them and what will happen if they violate the rules, a code of ethics goes a long way toward encouraging ethical behavior. However, codes cannot possibly cover every situation. Companies must also create an environment in which employees recognize the importance of complying with the written code. Managers must provide direction by fostering communication, actively modeling and encouraging ethical decision making, and training employees to make ethical decisions.

code of ethics a guide to acceptable and ethical behavior as defined by an organization

During the 1980s, an increasing number of organizations created and implemented ethics codes. In a recent survey of *Fortune* 1000 firms, 93 percent of the companies that responded reported having a formal code of ethics. Some companies are now even taking steps to strengthen their codes. For example, to strengthen its accountability, the Healthcare Financial Management Association recently revised its code to designate contact persons who handle reports of ethics violations, to clarify how its board of directors should deal with violations of business ethics, and to guarantee a fair hearing process. S.C. Johnson & Son, makers of Pledge, Drano, Windex, and many other household products, is another firm that recognizes it must behave in ways the public perceives as ethical; its code includes expectations for employees and its commitment to consumers, the community, and society in general. Included in the ethics code of electronics giant Texas Instruments are issues relating to policies and procedures; laws and regulations; relationships with customers, suppliers, and competitors; conflicts of interest; handling of propietary information; and code enforcement.

Assigning an ethics officer who coordinates eithical conduct gives employees someone to consult if they aren't sure of the right thing to do. An ethics officer meets with employees and top management to provide ethical advice, establishes and maintains an anonymous confidential service to answer questions about ethical issues, and takes action on ethics-code violations.

Whistle Blowing Sometimes, even employees who want to act ethically may find it difficult to do so. Unethical practices can become ingrained in an organization. Employees with high personal ethics may then take a controversial step called whistle blowing. **Whistle blowing** is informing the press or government officials about unethical practices within one's organization. Whistle blowing could have averted disaster and prevented needless deaths in the *Challenger* space-shuttle disaster, for example. How could employees have known about life-threatening problems and let them pass? Whistle blowing, on the other hand, can have serious repercussions for employees: those who "blow whistles" sometimes lose their jobs.

whistle blowing informing the press or government officials about unethical practices within one's organization

When firms set up anonymous hotlines to handle ethically questionable situations, employees may actually be more likely to engage in whistle blowing. When firms instead create an environment that educates employees and nurtures ethical behavior, fewer ethical problems arise, and ultimately the need for whistle blowing is greatly reduced.

It is difficult for an organization to develop ethics codes, policies, and procedures to deal with all relationships and every situation. When no company policy or procedure exists or applies, a quick test to determine if a behavior is ethical is to see if others—coworkers, customers, suppliers—approve of it. Ethical decisions will always withstand scrutiny. Openness and communication about choices will often build trust and strengthen business relationships.

Social Responsibility

Social responsibility is the recognition that business activities have an impact on society and the consideration of that impact in business decision making. Obviously, social responsibility costs money. It is perhaps not so obvious—except in isolated cases—that social responsibility is also good business. Customers eventually find out which firms are acting responsibly and which are not. And, just as easily as they cast their dollar votes for a product produced by a company that is socially responsible, they can vote against the firm that is not.

social responsibility the recognition that business activities have an impact on society and the consideration of that impact in business decision making

Consider the following examples of organizations that are attempting to be socially responsible:

- AT&T has established foundation grants—$50 million over five years—to help families, schools, and communities use technology to enhance teaching and lifelong learning. AT&T has a long-standing commitment to the encouragement of academic pursuits. Among the academic ventures it has sponsored are the Summer Internship, Undergraduate Research, AT&T Labs Fellowship, and Visiting Professors Programs. In addition, the AT&T Cares Program grants 130,400 AT&T employees one paid workday in which they may perform community service. The corporate efforts annually generate more than 1 million hours of volunteer labor. Some 10,000 employees have participated in community projects that entailed planting trees, cleaning playgrounds, and building houses.
- Phillips Petroleum Company has played a pivotal role in developing programs to protect wildlife and their habitats. Motor vehicles that once traveled the oil patch of western Texas are now being used by wildlife biologists in Texas and Mexico to protect endangered sea turtles. Phillips donated the four-wheel-drive vehicles to aid the International Sea Turtle Program, which is aimed at conserving sea turtle populations in the United States and Mexico.



Walking for social responsibility. Pepsico believes that as a corporate citizen, it has the responsibility to contribute to the quality of life in its communities. Pepsi's sponsorship of WalkAmerica for the March of Dimes is one of a number of such programs that the company supports. Pepsico employees are encouraged to volunteer their time and talent in such efforts. (Photo © John Coletti)

- In the 1996 International Coastal Cleanup, the Dow Chemical Company and its employees donated 25,000 pounds of Dowlex polyethylene to make 25,000 bags, which were used to collect trash from coastlines, rivers, and lakes in more than eighty countries worldwide.
- As part of the eighth annual Brush Up Nebraska Paint-a-thon, more than 250 employees of Mutual of Omaha Companies joined others in their community to paint 127 homes of low-income and elderly citizens.
- Occidental Petroleum Corporation has long employed regular health, environment, and safety self-assessment audits of its chemical plants, gas pipelines, and gas-producing facilities.
- Ford Motor Company received the Keep America Beautiful 1996 Award of Excellence for Leadership in environmental issues facing American communities. The award recognized Ford for its leadership role in using recycled materials in the manufacture of new vehicles.
- LensCrafters has pledged to give free vision care to 1 million people, especially children, by the year 2003. According to David Brown, LensCrafters' chief executive officer, "If we hit 900,000 instead of a million, we'll be thrilled, and we'll just keep working toward our goal."

These are just a few illustrations from the long list of companies that attempt to behave in socially responsible ways. In general, people are more likely to want to work for and buy from such organizations.

The Evolution of Social Responsibility in Business

LEARNING OBJECTIVE 5

Describe how our current views on the social responsibility of business have evolved.

Business is far from perfect in many respects, but its record of social responsibility today is much better than in past decades. In fact, present demands for social responsibility have their roots in outraged reactions to the abusive business practices of the early 1900s.

During the first quarter of the twentieth century, businesses were free to operate pretty much as they chose. Government protection of workers and consumers was minimal. As a result, people either accepted what business had to offer or they did without. Working conditions were often deplorable by today's standards. The average workweek in most industries exceeded sixty hours, no minimum-wage law existed, and employee benefits were almost nonexistent. Work areas were crowded and unsafe, and industrial accidents were the rule rather than the exception. To improve working conditions, employees organized and joined labor unions. But during the early 1900s, businesses—with the help of government—were able to use court orders, brute force, and even the few existing antitrust laws to defeat union attempts to improve working conditions.

During this period, consumers were generally subject to the doctrine of **caveat emptor,** a Latin phrase meaning "let the buyer beware." In other words, "what you see is what you get," and if it's not what you expected, too bad. Although victims of unscrupulous business practices could take legal action, going to court was very expensive and consumers rarely won their cases. Moreover, no consumer groups or government agencies existed to publicize their consumers' grievances or to hold sellers accountable for their actions.

caveat emptor a Latin phrase meaning "let the buyer beware"

Prior to the 1930s, most people believed that competition and the action of the marketplace would in time correct abuses. Government therefore became involved in day-to-day business activities only in cases of obvious abuse of the free-market system. Six of the more important business-related federal laws passed between 1887 and 1914 are described in the table below. As you can see, these laws were aimed more at encouraging competition than at correcting abuses, although two of them did deal with the purity of food and drug products.

The collapse of the stock market on October 29, 1929, triggered the Great Depression and years of dire economic problems for the United States. Factory production fell by almost one-half, and up to 25 percent of the nation's work force was unemployed. Before long, public pressure mounted for government to "do something" about the economy and about worsening social conditions.

Soon after Franklin Roosevelt was inaugurated as president in 1933, he instituted programs to restore the economy and to improve social conditions. Laws were passed to correct what many viewed as the monopolistic abuses of big business, and various social services were provided for individuals. These massive federal programs became the foundation for increased government involvement in the dealings between business and society.

Early Government Regulations That Affected American Business

Government Regulation	Major Provisions
Interstate Commerce Act (1887)	First federal act to regulate business practices; provided regulation of railroads and shipping rates
Sherman Antitrust Act (1890)	Prevented monopolies or mergers where competition was endangered
Pure Food and Drug Act (1906)	Established limited supervision of interstate sale of food and drugs
Meat Inspection Act (1906)	Provided for limited supervision of interstate sale of meat and meat products
Federal Trade Commission Act (1914)	Created the Federal Trade Commission to investigate illegal trade practices
Clayton Antitrust Act (1914)	Eliminated many forms of price discrimination that gave large businesses a competitive advantage over smaller firms

As government involvement has increased, so has everyone's awareness of the social responsibility of business. Today's business owners are concerned about the return on their investment, but at the same time most of them demand ethical behavior from employees. In addition, employees demand better working conditions, and consumers want safe, reliable products. Various advocacy groups echo these concerns and also call for careful consideration of our earth's delicate ecological balance. Managers must therefore operate in a complex business environment—one in which they are just as responsible for their managerial actions as for their actions as individual citizens.

Two Views of Social Responsibility

LEARNING OBJECTIVE 6

Explain the two views on the social responsibility of business and understand the arguments for and against increased social responsibility.

Government regulation and public awareness are *external* forces that have increased the social responsibility of business. But business decisions are made *within* the firm—and, there, social responsibility begins with the attitude of management. Two contrasting philosophies, or models, define the range of management attitudes toward social responsibility.

The Economic Model

economic model of social responsibility the view that society will benefit most when business is left alone to produce and market profitable products that society needs

According to the traditional concept of business, a firm exists to produce quality goods and services, earn a reasonable profit, and provide jobs. In line with this concept, the **economic model of social responsibility** holds that society will benefit most when business is left alone to produce and market profitable products that society needs. The economic model has its origins in the eighteenth century, when businesses were owned primarily by entrepreneurs or owner-managers. Competition was vigorous among small firms, and short-run profits and survival were the primary concerns.

To the manager who adopts this traditional attitude, social responsibility is someone else's job. After all, stockholders invest in a corporation to earn a return on their investment, not because the firm is socially responsible, and the firm is legally obligated to act in the economic interest of its stockholders. Moreover, profitable firms pay federal, state, and local taxes that are used to meet the needs of society. Thus, managers who concentrate on profit believe they fulfill their social responsibility indirectly, through the taxes paid by their firms. As a result, social responsibility becomes the problem of government, various environmental groups, charitable foundations, and similar organizations.

The Socioeconomic Model

socioeconomic model of social responsibility the concept that business should emphasize not only profits but also the impact of its decisions on society

In contrast, some managers believe they have a reponsibility not only to stockholders but also to customers, employees, suppliers, and the general public. This broader view is referred to as the **socioeconomic model of social responsibility.** It places emphasis not only on profits but also on the impact of business decisions on society.

Recently, increasing numbers of managers and firms have adopted the socioeconomic model, and they have done so for at least three reasons. First, business is dominated by the corporate form of ownership, and the corporation is a creation of society. If a corporation doesn't perform as a good citizen, society can and will demand changes. Second, many firms have begun to take pride in their social responsibility records, among them Starbucks Coffee, Hewlett-Packard, Colgate-Palmolive, and Coca-Cola. Each of these companies is a winner of a Corporate Conscience Award in the areas of environmental concern, responsiveness to employees, equal opportunity, and community involvement. And, of course, many other corporations are much more socially responsible today than they were ten years ago. Third, many businesspeople believe it is in their best interest to take the initiative in this area. The alternative may be legal action brought against the firm by some special-interest group; in such a situation, the firm may lose control of its activities.

The Pros and Cons of Social Responsibility

Business owners, managers, customers, and government officials have debated the pros and cons of the economic and socioeconomic models for years. Each side seems to have four major arguments to reinforce its viewpoint.

Arguments for Increased Social Responsibility Proponents of the socioeconomic model maintain that a business must do more than simply seek profits. To support their position, they offer the following arguments:

1. Because business is a part of our society, it cannot ignore social issues.
2. Business has the technical, financial, and managerial resources needed to tackle today's complex social issues.
3. By helping resolve social issues, business can create a more stable environment for long-term profitability.
4. Socially responsible decision making by firms can prevent increased government intervention, which would force businesses to do what they fail to do voluntarily.

These arguments are based on the assumption that a business has a responsibility not only to stockholders but also to customers, employees, suppliers, and the general public.

Arguments against Increased Social Responsibility Opponents of the socioeconomic model argue that business should do what it does best: earn a profit by manufacturing and marketing products that people want. Those who support this position argue as follows:

1. Business managers are primarily responsible to stockholders, so management must be concerned with providing a return on owners' investments.

2. Corporate time, money, and talent should be used to maximize profits, not to solve society's problems.
3. Social problems affect society in general, so individual businesses should not be expected to solve these problems.
4. Social issues are the responsibility of government officials who are elected for that purpose and who are accountable to the voters for their decisions.

These arguments are obviously based on the assumption that the primary objective of business is to earn profits and that government and social institutions should deal with social problems.

Today few firms are either purely economic or purely socioeconomic in outlook; most have chosen some middle ground between the two extremes. However, our society generally seems to want—and even to expect—some degree of social responsibility from business. Thus, within this middle ground, businesses are leaning toward the socioeconomic view. In the next several sections, we look at some results of this movement in four specific areas: consumerism, employment practices, concern for the environment, and implementation of social responsibility programs.

Consumerism

consumerism all activities undertaken to protect the rights of consumers

Consumerism consists of all activities undertaken to protect the rights of consumers. The fundamental issues pursued by the consumer movement fall into three categories: environmental protection, product performance and safety, and information disclosure. Although consumerism has been with us to some extent since the early nineteenth century, the consumer movement became stronger in the 1960s. It was then that President John F. Kennedy declared that the consumer was entitled to a new "bill of rights."

The Six Basic Rights of Consumers

LEARNING OBJECTIVE 7
Discuss the factors that led to the consumer movement and list some of its results.

President Kennedy's consumer bill of rights asserted that consumers have a right to safety, to be informed, to choose, and to be heard. Two additional rights added in the last decade are the right to consumer education and to courteous service. These six rights are the basis of much of the consumer-oriented legislation that has been passed during the last thirty-five years. These rights also provide an effective outline of the objectives and accomplishments of the consumer movement.

The Right to Safety The consumers' right to safety means that the products they purchase must be safe for their intended use, must include thorough and explicit directions for proper use, and must be tested by the manufacturer to ensure product quality and reliability. There are several reasons why American business firms must be concerned about product safety. Federal agencies such as the Food and

Drug Administration and the Consumer Product Safety Commission have the power to force businesses that make or sell defective products to take corrective actions. Such actions include offering refunds, recalling defective products, issuing public warnings, and reimbursing consumers—all of which can be expensive. Business firms should also be aware that consumers and the government have been winning an increasing number of product-liability lawsuits against sellers of defective products. Moreover, the amount of the awards in these suits has been steadily increasing. Fearing the outcome of numerous lawsuits filed around the nation, tobacco giants Philip Morris and R. J. Reynolds, which for decades had denied that cigarettes cause illness, began negotiating in 1997 with state attorneys general, plaintiffs' lawyers, and antismoking activists. The tobacco giants proposed sweeping curbs on their sales and advertising practices and the payment of hundreds of billions of dollars in compensation. Yet another major reason for improving product safety is the consumer's demand for safe products. People will simply stop buying a product they believe is unsafe or unreliable.

The Right to Be Informed The right to be informed means that consumers must have access to complete information about a product before they buy it. Detailed information about ingredients and nutrition must be provided on food containers, information about fabrics and laundering methods must be attached to clothing, and lenders must disclose the true cost of borrowing the money they make available to customers who purchase merchandise on credit.

In addition, manufacturers must inform consumers about the potential dangers of using their products. Manufacturers that fail to provide such information can be held responsible for personal injuries suffered because of their products. For example, Maytag provides customers with a lengthy booklet that describes how they should use an automatic clothes washer. Sometimes such warnings seem excessive, but they are necessary if user injuries (and resulting lawsuits) are to be avoided.

The Right to Choose The right to choose means that consumers must have a choice of products, offered by different manufacturers and sellers, to satisfy a particular need. The government has done its part by encouraging competition through antitrust legislation. The greater the competition, the greater the choice available to consumers.

Competition and the resulting freedom of choice provide additional benefits for customers by reducing prices. For example, when electronic calculators were initially introduced, they cost over $200. Thanks to intense competition and technological advancements, calculators today can be purchased for less than $10.

The Right to Be Heard This fourth right means that someone will listen and take appropriate action when customers complain. Actually, management began to listen to consumers after World War II, when competition between businesses that manufactured and sold consumer goods increased. One way firms got a competitive edge

was to listen to consumers and provide the products they said they wanted and needed. Today businesses are listening even more attentively, and many larger firms have consumer relations departments that can be easily contacted via toll-free phone numbers. Other groups listen, too. Most large cities and some states have consumer affairs offices to act on citizens' complaints.

■ **Additional Consumer Rights** In 1975 President Gerald Ford added to the consumer bill of rights the right to consumer education, which entitles people to be fully informed about their rights as consumers. In 1994 President Bill Clinton added a sixth right: the right to service, which entitles consumers to convenience, courtesy, and responsiveness from manufacturers and sellers of consumer products.

MAJOR CONSUMERISM FORCES

The major forces in consumerism are individual consumer advocates and organizations, consumer education programs, and consumer laws.

Consumer advocates, such as Ralph Nader, take it upon themselves to protect the rights of consumers. They band together into consumer organizations, either independently or under government sponsorship. Some organizations, such as the National Consumers' League and the Consumer Federation of America, operate nationally, whereas others are active at state and local levels. They inform and organize other consumers, raise issues, help businesses develop consumer-oriented programs, and pressure lawmakers to enact consumer protection laws. Some consumer advocates and organizations encourage consumers to boycott products and businesses to which they have objections. Today the consumer movement has adopted corporate-style marketing and addresses a broad range of issues. Current campaigns include efforts (1) to curtail the use of animals for testing purposes, (2) to reduce liquor and cigarette billboard advertising in low-income, inner-city neighborhoods, and (3) to encourage recycling.

Educating consumers to make wiser purchasing decisions is perhaps one of the most far-reaching aspects of consumerism. Increasingly, consumer education is becoming a part of high school and college curricula and adult education programs. These programs cover many topics—for instance, what major factors should be considered when buying specific products, such as insurance, real estate, automobiles, appliances and furniture, clothes, and food; the provisions of certain consumer protection laws; and the sources of information that can help individuals become knowledgeable consumers.

Major advances in consumerism have come through federal legislation. Most businesspeople now realize that they ignore consumer issues only at their own peril. Managers know that improper handling of consumer complaints can result in lost sales, bad publicity, and lawsuits.

Employment Practices

LEARNING OBJECTIVE 8

Analyze how present employment practices are being used to counteract past abuses.

We have seen that managers who subscribe to the socioeconomic view of business's social responsibility, together with significant government legislation enacted to protect the buying public, have broadened the rights of consumers. The last two decades have seen similar progress in affirming the rights of employees to equal treatment in the workplace.

Everyone should have the opportunity to land a job for which he or she is qualified and to be rewarded on the basis of ability and performance. This is an important issue for society, and it also makes good business sense. Yet, over the years, this opportunity has been denied to members of various minority groups. A **minority** is a racial, religious, political, national, or other group regarded as different from the larger group of which is a part and that is often singled out for unfavorable treatment.

minority a racial, religious, political, national, or other group regarded as different from the larger group of which it is a part and that is often singled out for unfavorable treatment

The federal government responded to the outcry of minority groups during the 1960s and 1970s by passing a number of laws forbidding discrimination in the workplace. Now, thirty-five years after passage of the first of these (the Civil Rights Act of 1964), abuses still exist. An example is the disparity in income levels for whites, blacks, and Hispanics. Lower incomes and higher unemployment rates also characterize Native Americans, handicapped persons, and women. Responsible managers have instituted a number of programs to counteract the results of discrimination.

Affirmative Action Programs

An **affirmative action program** is a plan designed to increase the number of minority employees at all levels within an organization. Employers with federal contracts of more than $50,000 per year must have written affirmative action plans. The objective of such programs is to ensure that minorities are represented within the organization in approximately the same proportion as in the surrounding community. If 25 percent of the electricians in a geographic area in which a company is located are black, then approximately 25 percent of the electricians it employs should also be black. Affirmative action plans encompass all areas of human resources management: recruiting, hiring, training, promotion, and pay.

affirmative action program a plan designed to increase the number of minority employees at all levels within an organization

Unfortunately, affirmative action programs have been plagued by two problems. The first involves quotas. In the beginning, many firms pledged to recruit and hire a certain number of minority members by a specific date. To achieve this goal, they were forced to consider only minority applicants for job openings; if they hired nonminority workers, they would be defeating their own purpose. But the courts have ruled that such quotas are unconstitutional even though their purpose is commendable. They are, in fact, a form of discrimination called reverse discrimination.

The second problem is that although most such programs have been reasonably successful, not all businesspeople are in favor of af-

firmative action programs. Managers not committed to these programs can "play the game" and still discriminate against workers. To help solve this problem, Congress created (and later strengthened) the **Equal Employment Opportunity Commission (EEOC),** a government agency with power to investigate complaints of employment discrimination and power to sue firms that practice it.

Equal Employment Opportunity Commission (EEOC) a government agency with power to investigate complaints of employment discrimination and power to sue firms that practice it

The threat of legal action has persuaded some corporations to amend their hiring and promotional policies, but the discrepancy between men's and women's salaries has not really been affected. For more than thirty years, women have consistently earned only about 60 cents for each dollar earned by men.

Training Programs for the Hard-Core Unemployed

For some firms, social responsibility extends far beyond placing a help-wanted ad in the local newspaper. These firms have assumed the task of helping the **hard-core unemployed:** workers with little education or vocational training and a long history of unemployment. In the past, such workers were often routinely turned down by personnel managers, even for the most menial jobs.

hard-core unemployed workers with little education or vocational training and a long history of unemployment

Obviously, such workers require training; just as obviously, this training can be expensive and time-consuming. To share the costs, business and government have joined together in a number of cooperative programs. One particularly successful partnership is the **National Alliance of Business (NAB),** a joint business-government program to train the hard-core unemployed. The NAB is sponsored by participating corporations, whose executives contribute their talents to do the actual training. The government's responsibilities include setting objectives, establishing priorities, offering the right incentives, and providing limited financing.

National Alliance of Business (NAB) a joint business-government program to train the hard-core unemployed

Concern for the Environment

LEARNING OBJECTIVE 9
Describe the major types of pollution, their causes, and their cures.

The social consciousness of responsible business managers, the encouragement of a concerned government, and an increasing concern on the part of the public have led to a major effort to reduce environmental pollution, conserve natural resources, and reverse some of the worst effects of past negligence in this area.

Pollution is the contamination of water, air, or land through the actions of people in an industrialized society. For several decades, environmentalists have been warning us about the dangers of industrial pollution. Unfortunately, business and government leaders either ignored the problem or weren't concerned about it until pollution became a threat to life and health in America. Today Americans expect business and government leaders to take swift action to clean up our environment—and to keep it clean.

pollution the contamination of water, air, or land through the actions of people in an industrialized society

Effects of Environmental Legislation

As in other areas of concern to our society, legislation and regulations play a crucial role in pollution control. Of major importance was the

creation of the Environmental Protection Agency (EPA), the federal agency charged with enforcing laws designed to protect the environment.

When they are aware of a pollution problem, many firms respond to it rather than wait to be cited by the EPA. But other owners and managers take the position that environmental standards are too strict. (Loosely translated, this means that compliance with present standards is too expensive.) Consequently, it has often been necessary for the EPA to take legal action to force firms to install antipollution equipment and clean up waste storage areas.

Experience has shown that the combination of environmental legislation, voluntary compliance, and EPA action can succeed in cleaning up the environment and keeping it clean. However, much still remains to be done.

Water Pollution Although the quality of our nation's rivers, lakes, and streams has improved significantly in recent years, many of these surface waters remain severely polluted. Currently, one of the most serious water-quality problems results from the high level of toxic pollutants found in these waters. The EPA estimates that 554.7 million pounds of toxic materials were discharged to surface waters in just one year.

Among the serious threats to people posed by water pollutants are respiratory irritation, cancer, kidney and liver damage, anemia, and heart failure. Toxic pollutants also damage fish and other forms of wildlife. In fish, they cause tumors or reproductive problems; shellfish and wildlife living in or drinking from toxin-infested waters have also suffered genetic defects.

The task of water cleanup has proved to be extremely complicated and costly because of pollution runoff and toxic contamination. And yet, improved water quality is not only necessary; it is also achievable. Consider Cleveland's Cuyahoga River. A few years ago the river was so contaminated by industrial wastes that it burst into flames one hot summer day! Now, after a sustained community cleanup effort, the river is pure enough for fish to thrive in.

Another serious issue is acid rain, which is contributing significantly to the deterioration of coastal waters, lakes, and marine life in the eastern United States. Acid rain forms when sulfur emitted by smokestacks in industrialized areas combines with moisture in the atmosphere to form acids that are spread by winds. The acids eventually fall to the earth in rain, which finds its way into streams, rivers, and lakes. The acid rain problem has spread rapidly in recent years, and experts fear the situation will worsen if the nation begins to burn more coal to generate electricity. To solve the problem, investigators must first determine where the sulfur is being emitted. The expenses that this vital investigation and cleanup entail are going to be high. The human costs of having ignored the problem so long may be higher still.

Air Pollution Usually two or three factors combine to form air pollution in any given location. The first factor is large amounts of carbon monoxide and hydrocarbons emitted by motor vehicles concen-

trated in a relatively small area. The second is the smoke and other pollutants emitted by manufacturing facilities. These two factors can be partially eliminated through pollution-control devices on cars, trucks, and smokestacks.

A third factor that contributes to air pollution—one that cannot be changed—is the combination of weather and geography. The Los Angeles basin, for example, combines just the right weather and geographic conditions for creating dense smog. Los Angeles has strict regulations regarding air pollution. Even so, Los Angeles still struggles with air pollution problems because of uncontrollable conditions.

How effective is air pollution control? The EPA estimates that the Clean Air Act and its amendments will eventually result in the removal of 56 billion pounds of pollution from the air each year, thus measurably reducing lung disease, cancer, and other serious health problems caused by air pollution. Other authorities note that we have already seen improvement in air quality. A number of cities have cleaner air today than they did twenty-five years ago. Numerous chemical companies have recognized that they must take responsibility for operating their plants in an environmentally safe manner; some now devote considerable capital to purchasing antipollution devices. However, air levels of sulfur dioxide and nitrogen dioxide—the main components of acid rain—continue to increase.

Land Pollution Air and water quality may be improving, but land pollution is still a serious problem in many areas. The fundamental issues are (1) how to restore damaged or contaminated land at a reasonable cost and (2) how to protect unpolluted land from future damage.

The land pollution problem has been worsening over the past few years, as modern technology has continued to produce increasing amounts of chemical and radioactive waste. U.S. manufacturers produce an estimated 40 to 60 million tons of contaminated oil, solvents, acids, and sludges each year. Service businesses, utility companies, hospitals, and other industries also dump vast amounts of wastes into the environment.

Individuals in the United States contribute to the waste disposal problem, too. A shortage of landfills, owing to stricter regulations, makes garbage disposal a serious problem in some areas. Incinerators help solve the landfill shortage problem, but they bring with them their own problems. They reduce the amount of garbage but also leave tons of ash to be buried—ash that often has a higher concentration of toxicity than the original garbage. Other causes of land pollution include strip-mining of coal, nonselective cutting of forests, and the development of agricultural land for housing and industry.

To help pay the enormous costs of cleaning up land polluted with chemicals and toxic wastes, Congress created a $1.6 billion Superfund in 1980. Originally, money was to flow into the Superfund from a tax paid by 800 oil and chemical companies that produce toxic waste. The EPA was to use the money in the Superfund to finance the cleanup of hazardous waste sites across the nation. To replenish the Superfund, the EPA had two options: it could sue companies guilty of

dumping chemicals at specific waste sites, or it could negotiate with guilty companies and thus completely avoid the legal system. During the 1980s, officials at the EPA came under fire because they preferred negotiated settlements. Critics referred to these settlements as "sweetheart deals" with industry. They felt the EPA should be much more aggressive in reducing land pollution. Of course, most corporate executives believe that cleanup efficiency and quality might be improved if companies were more involved in the process.

Since the Superfund was established, the EPA has identified 1,270 toxic waste sites, but only 49 have been completely cleaned. Much of the $12 billion spent by the EPA has been on lawsuits to force companies to pay for cleanups.

Noise Pollution Excessive noise caused by traffic, aircraft, and machinery can do physical harm to human beings. Research has shown that people who are exposed to loud noises for long periods of time can suffer permanent hearing loss. The Noise Control Act of 1972 established noise emission standards for aircraft and airports, railroads, and interstate motor carriers. The act also provided funding for noise research at state and local levels.

Noise levels can be reduced by two methods. The source of noise pollution can be isolated as much as possible. (Thus, many metropolitan airports are located outside the cities.) And engineers can modify machinery and equipment to reduce noise levels. If it is impossible to reduce industrial noise to acceptable levels, workers should be required to wear earplugs to guard against permanent hearing damage.

Who Should Pay for a Clean Environment?

Governments and businesses are spending billions of dollars annually to reduce pollution—over $35 billion to control air pollution, $25 billion to control water pollution, and $12 billion to treat hazardous wastes.

To make matters worse, much of the money required to purify the environment is supposed to come from already depressed industries, such as the chemical industry. And a few firms have discovered it is cheaper to pay a fine than to install expensive equipment for pollution control.

Who, then, will pay for the environmental cleanup? Many business leaders offer one answer—tax money should be used to clean up the environment and to keep it clean. They reason that business is not the only source of pollution, so business should not be forced to absorb the entire cost of the cleanup. Environmentalists disagree. They believe the cost of proper treatment and disposal of industrial wastes is an expense of doing business. In either case, consumers will probably pay a large part of the cost—either as taxes or in the form of higher prices for goods and services.

CHAPTER REVIEW

SUMMARY

1. Understand what is meant by *business ethics.*

Ethics is the study of right and wrong and of the morality of choices. Business ethics is the application of moral standards to business situations.

2. Identify the types of ethical concerns that arise in the business world.

Ethical issues arise often in business situations out of relationships with investors, customers, employees, creditors, or competitors. Businesspeople should make every effort to be fair, to consider the welfare of customers and others within the firm, to avoid conflicts of interest, and to communicate honestly.

3. Discuss the factors that affect the level of ethical behavior in organizations.

Individual, social, and opportunity factors all affect the level of ethical behavior in an organization. Individual factors include knowledge level, moral values and attitudes, and personal goals. Social factors include cultural norms and the actions and values of coworkers and significant others. Opportunity factors refer to the amount of leeway that exists in an organization for employees to behave unethically if they so choose.

4. Explain how ethical decision making can be encouraged.

Governments, trade associations, and individual firms can all establish guidelines for defining ethical behavior. Governments can pass stricter regulations. Trade associations provide ethical guidelines for their members. Companies provide codes of ethics—written guides to acceptable and ethical behavior as defined by an organization—and create an atmosphere in which ethical behavior is encouraged. An ethical employee working in an unethical environment may resort to whistle blowing to bring a questionable practice to light.

5. Describe how our current views on the social responsibility of business have evolved.

In a socially responsible business, management realizes its activities have an impact on society and considers that impact in the decision-making process. Before the 1930s, workers, consumers, and government had very little influence on business activities; as a result, business leaders gave little thought to social responsibility. All this changed with the Great Depression. Government regulations, employee demands, and consumer awareness combined to create a demand that businesses act in socially responsible ways.

6. Explain the two views on the social responsibility of business and understand the arguments for and against increased social responsibility.

The basic premise of the economic model of social responsibility is that society benefits most when business is left alone to produce profitable goods and services. According to the socioeconomic model, business has as much responsibility to society as it has to its owners. Most managers adopt a viewpoint somewhere between these two extremes.

7. Discuss the factors that led to the consumer movement and list some of its results.

Consumerism consists of all activities undertaken to protect the rights of consumers. The consumer movement has generally demanded—and received—attention from business in the areas of product safety, product information, product choices through competition, and in the resolution of complaints about products and business practices. Although concerns over consumer rights have been around to some extent since the early nineteenth century, the movement became more powerful in the 1960s when President John F. Kennedy initiated the consumer "bill of rights." The six basic rights of consumers include the right to safety, the right to be informed, the right to choose, the

right to be heard, and the rights to consumer education and courteous service.

8. Analyze how present employment practices are being used to counteract past abuses.

Legislation and public demand have prompted some businesses to correct past abuses in employment practices—mainly with regard to minority groups. Affirmative action and training of the hard-core unemployed are two types of programs that have been used successfully.

9. Describe the major types of pollution, their causes, and their cures.

Industry has contributed to the noise pollution and the pollution of our land and water through the dumping of wastes, and to air pollution through vehicle and smokestack emissions. This contamination can be cleaned up and controlled, but the big question is, Who will pay? Present cleanup efforts are funded partly by government tax revenues, partly by business, and, in the long run, by consumers.

KEY TERMS

You should now be able to define and give an example relevant to each of the following terms:

ethics
business ethics
code of ethics
whistle blowing
social responsibility
caveat emptor
economic model of social responsibility
socioeconomic model of social responsibility
consumerism
minority
affirmative action program
Equal Employment Opportunity Commission (EEOC)
hard-core unemployed
National Alliance of Business (NAB)
pollution

REVIEW QUESTIONS

1. Why might an individual with high ethical standards act less ethically in business than in his or her personal life?
2. How would an organizational code of ethics help ensure ethical business behavior?
3. How and why did the American business environment change after the Great Depression?
4. What are the major differences between the economic model of social responsibility and the socioeconomic model?
5. What are the arguments for and against increasing the social responsibility of business?
6. Describe and give an example of each of the six basic rights of consumers.
7. What is the goal of affirmative action programs? How is this goal achieved?
8. What is the primary function of the Equal Employment Opportunity Commission?
9. How do businesses contribute to each of the four forms of pollution? How can they avoid polluting the environment?
10. Our environment *can* be cleaned up and kept clean. Why haven't we simply done so?

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CHAPTER 3

Defining the Terms *General* and *Specific*



In this chapter, you'll learn

- **how to tell the difference between general and specific words and sentences.**
- **how to identify different levels of specificity.**
- **how to make connections between general and specific words and sentences.**

In Chapter 2, the section on using key words to search the Web introduced two important words that reappear throughout this book. The two words are *general* and *specific*. Because these two words do play such an important role in *Reading for Results*, Chapter 3 explains exactly why they are central to both reading and writing.



General and Specific Words

You'll soon be working with general and specific sentences, but let's begin with general and specific words. Once you learn to distinguish, or see the difference, between general and specific words, it's easy to identify general and specific sentences.

Here are two lists of words, one labeled *general*, the other *specific*. As you read each list, think about these two questions: How do the words in each list differ? What makes one word general and another one specific?

General	**Specific**
creatures	dogs
silver	nickels
expression	smile
object	statue
liquid	ink
flower	daisy
machine	computer

Did you notice that the words on the left can be interpreted, or understood, in a variety of ways? The word *creatures*, for example, is broad enough to include everything from cows to children. The word *dogs*, however, quickly eliminates both the cows *and* the children. We are now talking about a specific type of creature—one that barks, has four legs, and wags its tail.

Similarly, the word *silver* can refer to table settings or to money. The word *nickels*, however, quickly eliminates all other possibilities. It refers to coins rather than forks.

With these illustrations in mind, we can sum up the differences between general and specific words. **General words** are broad in scope. They refer to or include a wide variety of different things and thus can be understood in several ways. **Specific words,** in contrast, are much narrower in focus. They cover less territory and can't be understood in so many different ways. General words expand meaning; specific words narrow or focus it. To make ourselves understood, we need both kinds of words. We need general words to sum up our experiences and specific words to explain or clarify them.

Let's look at two more pairs of words. This time, it's up to you to label them. Write a *G* next to the general word. Write an *S* next to the more specific one.

sound _____ scream _____

dance _____ movement _____

Did you put a *G* next to *sound* and an *S* next to *scream*? If you did, you're on the right track. The word *sound* covers everything from a meow to a giggle. Thus it's the more general of the two.

If you put an *S* next to the word *dance* and a *G* next to the word *movement*, you again labeled the words correctly. The word *movement* refers to many activities, from playing baseball to doing a tango. The word *dance*, however, eliminates playing baseball along with a host of other possibilities, such as kicking a football or waving good-bye.

EXERCISE 1

DIRECTIONS After each general word, list at least three more specific words that could be included under that heading.

EXAMPLE

communication

speech

signs

television

EXPLANATION Because all three words refer to a specific type of communication, we can include all three under the more general heading.

1. feelings

Sad

happy

mad

2. music

Rock

Pop

Jazz

3. machinery

4. illness

5. fruit

EXERCISE 2

DIRECTIONS For each group of words, write one word or phrase *general enough* to include all the words on the list.

EXAMPLE

academic subjects

American history
English composition
sociology
algebra

EXPLANATION In this case, all four items can be included under the heading *academic subjects*.

1. Books

The Scarlet Letter
Harry Potter and the Goblet of Fire
Song of Solomon
Cold Mountain

2. _____

maple
oak
dogwood
pine

3. _____

monitor
mouse*
modem*
keyboard

4. _____

Snoopy
Superman
Bart Simpson
Batman

5. _____

Time
Newsweek
Ebony
People



Levels of Specificity

Whenever we speak, think, or write, we use words that, if diagrammed, would fall on different levels of specificity. We use general words when we want to refer to a great number of things. We use specific words when we want to limit the number of things discussed. When we use general words, we include more things. When we use specific words, we exclude more.

We can easily create a ladder with six rungs to illustrate the relationships among the following words: *animals*, *quadrupeds*, *dogs*, *pedigrees*, *collies*, and *Lassie*.

* mouse: a device that moves a pointer around a computer screen.
* modem: a hardware device that connects a computer to telephone lines.

animals	The word *animals* refers to all kinds of living beings. Members of the group called animals are very different from one another. They are more dissimilar than similar.
quadrupeds	The term *quadrupeds* refers only to those animals having four legs. All other animals are excluded. Members of the group are more dissimilar than similar.
dogs	The word *dogs* refers to one particular group of animals. Members of the group called dogs are more similar to one another than are members of the group called quadrupeds.
pedigrees	The word *pedigrees* now includes only dogs whose parentage is clear. All mixed breeds have been excluded.
collies	The word *collies* refers to one particular pedigree. The members of this group look alike. At this level all other breeds have been excluded.
Lassie	The word *Lassie* refers only to collies bearing the name Lassie. All other collies are excluded.

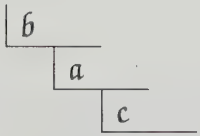
If you look closely at the above diagram, you'll see that **words are more or less specific only in relation to other words.** Considered alone, for example, the word *dogs* seems fairly general. However, when the word *dogs* is compared with the word *animals*, it is more specific than general.

Exercise 3

DIRECTIONS Fill in the accompanying diagrams with the appropriate letters. The letter of the most general word goes on top. The letter of the most specific word goes on the bottom.

EXAMPLE

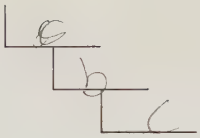
a. musician
b. artist
c. violinist



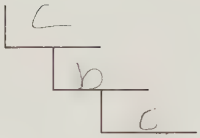
(*most general*)
(*more specific*)
(*most specific*)

EXPLANATION The word *artist* can refer to many different kinds of people, for example, painters, sculptors, or writers. It is the most general word and therefore goes on the top level. *Musician* is somewhat more specific than *artist*. It excludes all people who are not concerned with music. Therefore, it goes on the middle rung. *Violinist* is the most specific word because it refers only to people who play the violin.

1. a. Children's Hospital
 b. building
 c. hospital



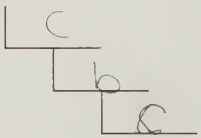
2. a. flu
 b. disease
 c. swine flu



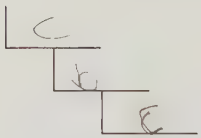
3. a. water
 b. Indian Ocean
 c. ocean



4. a. detergent
 b. product
 c. Tide



5. a. continent
 b. land mass
 c. South America



EXERCISE 4

DIRECTIONS In each group of four words, write an S after the two words or phrases that are on the same level of specificity.

EXAMPLE

church ____

building ____

St. Peter's in Rome S

St. Mark's in Venice S

EXPLANATION *Building* is more general than *church*, but the names of the churches are equally specific.

1. object ____

 knife ____

 weapon S

 gun S

2. clothing ____

dress 2

coat ____

wedding dress S

3. product ____

soap ____

Ivory S

Dove S

4. machine 2

automobile ____

Ford ____

motorcycle ____

5. insect ____

butterfly ____

animal ____

bumblebee S

Reminder: Words can be considered general or specific only if they are placed in the context of other words.



Understanding the Difference Between General and Specific Sentences

In the following pair of sentences, the first is more general than the second. What you need to think about is what makes one sentence more or less general than another. Read each sentence carefully. Then try to explain what makes the first sentence more general than the second one.

General Sentence **1.** Anger can take many different forms.

Specific Sentence **2.** Some people grow quiet when they get angry while others scream and shout.

Did you notice that the general sentence has several possible meanings? Based on the first sentence, we might assume that anger could be expressed in tears, shouting, silence, or even laughter. It all depends on how the reader chooses to interpret the phrase "many different forms."

The more specific sentence brings the general sentence into focus. It narrows or limits the forms of anger to just two types of expression: silence or screaming.

General sentences sum up and comment on a variety of different but in some way related events, ideas, or experiences. Experiences as different as silence or shouting, for example, are brought together in the phrase "many different forms." However, because general sentences are so broad in meaning, they can be misinterpreted, or misunderstood. For that reason, they need to be accompanied by more specific sentences.

Specific sentences cover less ground than general ones do. They focus on a smaller number of events, ideas, and experiences. Specific sentences help explain or clarify general ones. They answer questions that readers might raise, such as "What are some of the forms anger can take?"

Here is another pair of sentences. This time, label the sentences. Write a *G* next to the general sentence and an *S* next to the more specific one.

1. When they are in a classroom, many people are afraid to ask questions or disagree. ____

2. Our behavior is often affected by the presence of others. ____

If you labeled sentence 1 specific and sentence 2 general, you are correct. Sentence 2 says that our behavior is affected by the presence of others, but it doesn't focus on any one situation. Instead, it sums up and includes any and all situations where people are present.

Sentence 1, in contrast, focuses on a single type of situation or setting—the classroom. It also identifies two particular kinds of behavior—asking questions or disagreeing. Sentence 1 clarifies and helps us understand sentence 2. Thus sentence 1 is the more specific sentence.

General sentences sum up, explain, or evaluate a number of different people, events, ideas, or experiences. The more general the sentence, the broader its meaning; thus, it can be understood in different ways by different readers. Writers prevent confusion by supplying specific sentences that explain the general ones.

Specific sentences cover less ground than general sentences do. They focus on a smaller number of people, events, ideas, or experiences. The more specific the sentence, the more restricted its meaning is. Thus, specific sentences are open to fewer interpretations and are less likely to be misunderstood.

EXERCISE 5

DIRECTIONS In each of the following pairs of sentences, label the general one *G* and the specific one *S*.

EXAMPLE

a. After years of suffering and pain, South African leader Nelson Mandela experienced the sweet taste of triumph. G

b. After spending almost thirty years in South African prisons, Nelson Mandela became that country's president. S

EXPLANATION Sentence **a** is general. It does not explain how Nelson Mandela suffered or how he tasted triumph. Sentence **b** is more specific because it more clearly defines both Mandela's suffering and his triumph.

1. a. Early on in the history of the United States, newspapers didn't even pretend to be without political bias. b

 b. In the eighteenth century, American politicians created and controlled newspapers to further their interests. G

2. a. In the past twenty years, health care around the world has markedly improved; this is especially true where infants are concerned. ____

b. Thanks to improved health care, the number of babies who die in the first year of life has decreased markedly over the last twenty years. ____

3. a. In Japan, readily revealing one's emotions to others is not encouraged, but in America the opposite is true. a

b. Culture affects behavior in a number of ways, particularly within the context of personal relations. ____

4. a. Dr. John Gray's book *Men Are from Mars, Women Are from Venus* has sold more than six million copies. a

b. Dr. John Gray has had extraordinary success from promoting one simple idea—that men and women differ. b

5. a. Amendment 4 to the Constitution guarantees Americans the right to privacy. ____

b. Americans value the right to privacy so much that they have made it a law. ____

EXERCISE 6

DIRECTIONS The following sentences are very general versions of common sayings. Read each one. Then write out the more specific and more well known version of the same statement.

EXAMPLE

General Version: It's impossible to determine reading matter from its external appearance.

Specific Version: You can't tell a book by its cover.

EXPLANATION The word "book" is a more specific kind of "reading matter" in the same way that "cover" is a more specific form of "external appearance." Once you plug in those more specific words, it becomes easy to determine the old saying hidden in the general language.

1. *General Version:* Don't count your winged creatures before they come to light.

 Specific Version: Don't Make assumption

2. *General Version:* Avoid being upset over a wasted dairy product.

 Specific Version: Don't Be upset over nothing

3. *General Version:* Maintain your lower jaw on an incline.

 Specific Version: keep your cool

4. *General Version:* He's more fun than a container full of primates.*

 Specific Version: He's lots of fun



Recognizing Levels of Specificity in Sentences

The previous examples compared only two sentences. However, most paragraphs consist of more than two sentences. As you might expect, those sentences can range from the very general to the very specific. Look, for example, at the four sentences that follow. Each one is on a different level of specificity.

1. Many great artists are famous for being temperamental.
 2. It's not unusual for great opera singers to be temperamental.
 3. The great opera singer Maria Callas was known for her explosive temperament.
 4. On one occasion, Callas refused to continue a performance because she considered the audience unappreciative.

Sentence 1 makes a general statement about great artists. That statement could include painters, singers, sculptors, dancers, and so on. Sentence 2, however, is more specific. It focuses on one particular type of artist, opera singers. Sentence 3 is even *more* specific. It focuses on an individual opera singer, Maria Callas. Sentence 4,

* primates: mammals characterized by the refined development of hands and feet, e.g., humans and apes.

the most specific sentence in the group, describes a particular occasion when Callas displayed her legendary temper.

When you read a paragraph, you don't need to order the sentences as we have done above. However, you do need to follow the author's train of thought as it moves from one level of specificity to another.

EXERCISE 7

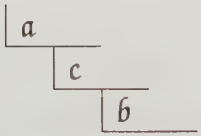
DIRECTIONS Fill in the accompanying diagrams with the appropriate letters. The letter of the most general sentence goes on the top level. The letter of the most specific sentence goes on the bottom level.

EXAMPLE

a. We use our teeth to prepare food for digestion.

b. To prepare food for digestion, *molars* crush and grind food; *incisors* cut large pieces of food into smaller ones.

c. In the process of preparing food for digestion, different teeth have different functions.



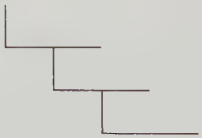
(*most general*)
(*more specific*)
(*most specific*)

EXPLANATION Sentence **a** is the most general. It tells us that our teeth prepare food for digestion. Sentence **c** tells us more about the way the teeth prepare the food for digestion. Sentence **b** is the most specific sentence. It identifies specific kinds of teeth and their functions.

1. a. The biggest change in the American work force involves gender.

b. The American work force is changing.

c. Since 1960, the number of women in the American work force has nearly doubled.



2. a. In mathematics, for example, some words have meanings that are different from their usual ones.



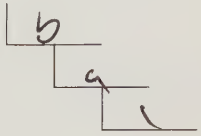
b. In mathematics, a *curve* is the path between two points, and a curve can be straight rather than rounded.

c. Changing the context of a word can change its meaning.

3. a. There are many ways to fight insomnia and fall asleep more easily.

b. The more carbohydrates—sugars, starches, and grains—you eat at night, the more easily you will fall asleep.

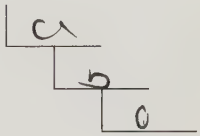
c. Diet can help you fight insomnia.



4. a. Both President Franklin D. Roosevelt and President Harry S Truman made the decision to wage war during their terms in office.

b. American presidents have enormous power.

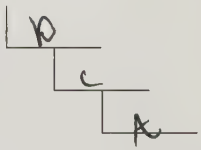
c. American presidents have declared war without congressional approval.



5. a. Forests play an important part in controlling flooding and erosion.

b. Forests are a valuable resource.

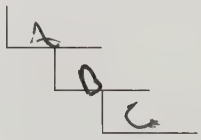
c. The network of roots in a forest floor soaks up heavy rains; this prevents flooding and halts erosion.



6. a. The early American colonists borrowed words from the Native Americans.

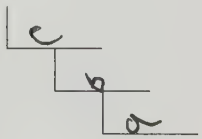
b. The early American colonists borrowed the names of plants and animals from the Native Americans they met.

c. Americans have always borrowed from other languages.



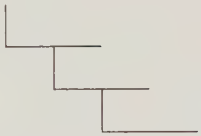
7. a. In the nineteenth century, anti-vivisectionists* demonstrated against the use of animals in research.

b. The animal-rights movement has a long history.



* anti-vivisectionists: people opposed to the cutting up of live animals for scientific research.

c. As early as the nineteenth century, people demonstrated in support of animal rights.



8. a. The desert landscapes of Utah are unbelievably beautiful.

b. The desert landscapes of Canyonlands National Park in Utah are breathtakingly beautiful.

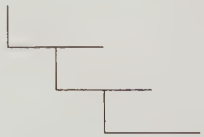
c. Utah contains some of the loveliest scenery in the United States.



9. a. Our attitudes toward childhood have changed over time.

b. In Puritan America, children were expected to behave like small adults and do their share of the household work.

c. In Puritan America, childhood was not considered a time to be lighthearted and carefree as it is today.



10. a. In ancient times, France was ruled by the Romans, who had a strong influence on the French language.

b. Most cultures are the product of many different influences.

c. Like most European cultures, France was invaded by many different groups that influenced the country's language and culture.



Relating the General to the Specific

Much of the writing you come in contact with—in textbooks, magazines, and newspapers—combines different levels of general and specific language. It has to. Writers need general sentences like the following to explain or argue a point that covers many individual events or experiences: "Watching wrestling is not good for young children" or "Animal rights activist Peter Singer is a highly controversial figure." But they also need specific sentences to make sure that readers understand and accept the point they want to make: "Wrestling suggests to kids that disputes should be settled by fight-

ing rather than talking" or "Radical* in his views, Singer does not assume that humans are more important than animals." Without general sentences, writers could never make a larger point that summed up a variety of people, events, ideas, or experiences. Lacking specific ones, they would never be able to explain or argue their position.

Your job as a reader is to know exactly when authors shift from the general to the specific and to follow their train of thought as they do. To help you recognize and make connections between general and specific sentences, keep these three questions in mind as you read:

1. Where are the author's more general statements?
2. What questions do they raise?
3. Where are the more specific sentences that answer those questions?

EXERCISE 8

DIRECTIONS Begin by reading the three specific sentences. Then look at the general sentences that follow and put a check next to the number of the general sentence they could best support.

EXAMPLE

Specific Sentences

a. Before 1980, most doctors worked alone, but today more than half are salaried employees.

b. Twenty-five years ago, doctors could count on the respect of their patients, but recent polls show a decline in patients' respect for physicians.

c. Increasingly, doctors must seek permission from government agencies or insurance companies to give special treatments to patients.

General Sentences

____ 1. The number of women and minorities applying to medical school has increased greatly.

✓ 2. The professional life of physicians has changed dramatically in the past twenty-five years.

____ 3. Most people who enter medical school do so because they have been influenced by family doctors.

* Radical: favoring fundamental, or basic, change in the existing state of affairs.

EXPLANATION General sentences 1 and 3 are not good choices because the specific sentences do not mention medical schools or why people apply to them.

Specific Sentences

1. a. The tradition of using candles at funerals began with the Romans, who used them to frighten away evil spirits.

b. Tombstones originated as a way of keeping the dead in the underworld.

c. The original purpose of coffins was to keep the dead safely underground.

General Sentences

____ 1. Anthropologists have found evidence that funeral traditions existed during the Neanderthal age (100,000–40,000 B.C.).

__✓__ 2. Different cultures have different ways of mourning their dead.

____ 3. Many of the modern customs associated with mourning came from a fear of the dead and what they might do to the living.

Specific Sentences

2. a. The citizens of Sparta, a city-state of ancient Greece, were not allowed to become farmers; they were made to train as warriors instead.

b. Family life in Sparta was severely limited because both boys and girls spent long hours in physical training.

c. From age seven to age thirty, the boys received instruction in the art of waging war.

General Sentences

____ 1. The Spartans were obedient to the laws of their land.

____ 2. The Spartan life was hard and devoted to war.

__✓__ 3. Spartan men and women were known for their heroism in war.

Specific Sentences

3. a. During World War II, German invaders destroyed Russia's richest agricultural regions.

b. According to official reports, more than seven million Russians were killed while defending their country against German attacks.

c. Many Russians lost their lives in concentration camps.

General Sentences

____ 1. The Russians suffered heavy losses in World War II.

____ 2. Russia suffered more losses than any of the other great powers.

__✓__ 3. Russia has never recovered from the tragedy of World War II.

Specific Sentences

4. a. During World War II, the War Department finally approved the training of African-American pilots.

b. In 1941 Benjamin O. Davis, Jr., became the first African American to lead a squadron of pilots.

c. President Franklin D. Roosevelt's Executive Order 8802 required employers in defense industries to make jobs available "without discrimination* because of race, creed, or color."

General Sentences

____ 1. For many African Americans, World War II offered a chance to break down racial barriers.


2. During World War II, racial violence broke out on several military bases.

____ 3. World War II brought out the best in Americans.

Specific Sentences

5. a. Between 1933 and 1939, about 150,000 square miles of U.S. farmland lost its topsoil.

b. Huge dust storms turned day into night all over the Great Plains.

c. More than 500 million tons of rich earth dried out and turned to powder.

General Sentences

____ 1. American land has been overplowed and overplanted for decades.

____ 2. In the 1930s, a large part of the United States turned into what came to be called the "Great Dust Bowl."


3. Poor farming techniques cause hardships for many countries.

Specific Sentences

6. a. If you're curious about the future, one site on the World Wide Web offers visitors a free tarot card* reading.

b. The Ragu spaghetti sauce company sponsors a Web site overflowing with free recipes, plus a basic course in the Italian language.

c. An Oakland University Web site lets Internet* users transfer hundreds of useful programs to their home computers without spending a penny.

General Sentences


1. Computer users can find a wealth of free information and services on the World Wide Web.

* discrimination: the act of showing prejudice in favor of or against a particular group.
* tarot card: a card used in fortune telling.
* Internet: a vast system of interconnected computers.

___ 2. Surveys indicate that a growing number of American families own a home computer.

___ 3. Thousands of companies have been trying to find new ways to make money on the Internet.

Specific Sentences

7. a. When actor Robert Coates liked the lines in one of Shakespeare's death scenes, he would repeat the scene over and over until angry theatergoers pelted him with oranges.

b. Coates forgot his lines every night, so he made up his own for well-known plays such as *Hamlet* and *King Lear.*

c. England's theater critics laughingly called the actor "Romeo" Coates because he would stop the show to wave to friends and chat with people in the audience.

General Sentences

___ 1. Robert Coates, a nineteenth-century stage performer, may have been the most incompetent Shakespearean actor who ever lived.

___ 2. Actor Robert Coates played many of Shakespeare's most famous characters during the early 1800s.

___ 3. Handsome costumes mattered very much to British actor Robert Coates.

Specific Sentences

8. a. A blue fireball exploded above central Siberia when an asteroid hit near the Tunguska River on June 30, 1908.

b. A mushroom cloud bloomed in the air and trees were uprooted and scorched for dozens of miles.

c. An entire herd of reindeer died because of the heat the asteroid produced, while its impact shattered windows as far away as 600 miles.

General Sentences

___ 1. Scientists believe that asteroids are ancient chunks of matter that never clumped together to become planets.

___ 2. Most asteroids are grouped into belts that hang in space.

___ 3. When an asteroid crashed to Earth in 1908, it caused great damage.

Specific Sentences

9. a. In sign language, we use hands and other body parts to make gestures that stand for letters, words, and concepts.

b. Morse code requires a wire telegraph machine to produce sounds—dots and dashes—that are translated into letters, numbers, and punctuation.

c. Often seen at airports, the semaphore, or flag signaling system,

works this way: A person stands holding a flag in each hand, then moves his or her arms to positions that indicate letters and numbers.

General Sentences

____ 1. Mass communication means that messages are sent to large audiences.

____ 2. Some communication methods do not rely on written language.

/ 3. Simple writing systems date back to the Sumerians of 3000 B.C.

Specific Sentences

10. a. Using the milk from 6,000 cows, a 13,440-pound cheese was produced for an exhibit at the 1937 New York State Fair.

b. In 1801, a Massachusetts preacher, John Leland, presented President Andrew Jackson with a 1,200-pound Cheshire cheese made in Leland's hometown.

c. The Wisconsin Cheese Foundation collected 183 tons of milk for its display in the 1964 World's Fair: a cheese wedge that weighed more than 34,500 pounds and stood six feet high.

General Sentences

____ 1. Ancient Romans who created huge cheeses were considered quite eccentric.*

____ 2. Canadians proudly show their skill at cheese-making during the annual Toronto Fair.

/ 3. Over the years, cheese-loving Americans have produced some pretty big cheeses.

EXERCISE 9

DIRECTIONS Read each general sentence. Then circle the letters of the specific sentences that help explain the general one.

EXAMPLE

General Sentence After interviewing eighty-five couples who had been married at least fifteen years, author Francine Klagsbrun identified several characteristics that make a happy marriage.

Specific Sentences

(a.) The ability to change and to tolerate change was high on the list of characteristics that make a happy marriage.

b. Married men tend to live longer than single ones do.

c. Women usually marry men who are a few years older than themselves.

* eccentric: odd.

d. According to Klagsbrun, a belief that marriage is a long-term commitment* appears to be essential to a happy marriage.

e. Many married couples also insisted that "trust" is a key characteristic of a happy marriage.

f. Compared with Europeans, Americans are more likely to get married.

EXPLANATION The general sentence leaves readers wondering what characteristics make a happy marriage. Specific sentences **a, d,** and **e** answer that question, whereas sentences **b, c,** and **f** do not.

General Sentence

1. The German psychologist Hermann Ebbinghaus was the first person to systematically* study the process of forgetting.

Specific Sentences

a. One theory of forgetting suggests that we forget when new information interferes with old.

b. Ebbinghaus spent thousands of hours memorizing nonsense syllables.

c. After learning the nonsense syllables, Ebbinghaus measured the time it took to forget them.

d. Another theory of forgetting stresses that we forget whenever we don't intend to remember.

e. As a result of his research, Ebbinghaus discovered that the greatest memory loss occurs right after learning.

f. Another memory researcher, A. P. Bumstead, discovered that several learning sessions stretched out over time actually decreased forgetting.

General Sentence

2. It's easy to understand why the threat of rabies inspires great fear.

Specific Sentences

a. In its final stages, rabies produces hallucinations.

b. Few people recover from rabies once symptoms appear.

c. Rabies has been around a long time; there are references to it as early as 700 B.C.

d. Once the disease takes hold, the victim can neither stand nor lie down comfortably.

e. Recently, scientists have improved upon the treatment for rabies; the new treatment is much less painful than the old.

* commitment: the state of being bound emotionally or intellectually to another person.

* systematically: according to a method or plan.

f. In the early stages of rabies, a dog is likely to appear tired and nervous; it will try to hide, even from its master.

General Sentence

3. Many people believe that mystery stories are a product of modern times, but the mystery story actually has a long history.

Specific Sentences

a. Historians of the detective story claim to have found elements of the mystery story in the pages of the Bible.

b. Dorothy Sayers was for some years an enormously popular mystery writer.

c. Poe's "The Murders in the Rue Morgue," published in 1841, presented the classic mystery problem of a dead body found in a sealed room.

d. Mystery historians are continually arguing about which books may or may not be classified as true mystery stories.

e. In the nineteenth century, Charles Dickens created a highly amusing character, Inspector Bucket, who in many ways resembles modern-day detectives.

f. Some mystery writers do not use their real names.

General Sentence

4. Muhammad, the spiritual leader of the Muslims,* had an enormous influence on world history.

Specific Sentences

a. Muhammad was born somewhere around the year A.D. 570.

b. Muhammad founded a religion, Islam, which was to become a major world religion.

c. Until his fortieth year, Muhammad lived the ordinary life of a well-to-do merchant.

d. Muhammad's teachings were the source of the Koran, the sacred text of the Muslims, which is still accepted by Muslims as the final authority on all spiritual matters.

e. Muhammad founded an empire that included lands in Syria, northern Africa, and Spain.

f. Muhammad was born in Mecca.

General Sentence

5. In the 1920s, the songs of female blues singers covered a variety of themes.

Specific Sentences

a. The song "Poor Man's Blues," sung by blues singer Victoria Spivey, tells the story of men and women forced into crime by poverty.

* Muslims: believers in Islam, a religion based on the teachings of Muhammad. Muslims believe in one God (Allah). They also believe in paradise and hell.

b. The popularity of radio dramatically diminished the sale of records.

c. In "Dead Letter Blues," Ida Cox sang about losing the man she loved.

d. But in "Wild Women Don't Have the Blues," she depicted the "new" woman, who refused to let men run her life.

e. Many blues singers who had been popular in the 1920s faded during the Great Depression, when few people could afford records.

f. Victoria Spivey was an exception; when the depression hit, she started a movie career.

General Sentence

6. Followers of the Hindu religion divide almost everything in life into numbered categories, or groups.

Specific Sentences

a. More than 80 percent of India's approximately 850 million residents practice the Hindu faith.

b. Hindus classify sacred writings as belonging to one of four *Vedas*, or collections of hymns, prayers, beliefs, and tales.

c. Hindus believe people have three basic qualities, or *gunas*, that should be kept in balance: goodness, passion, and darkness.

d. According to Hindu lore,* energy flows through the body in a pattern that looks like a lotus blossom or spinning wheel.

e. In the Hindu belief system, society is divided into four classes, or castes; they are philosopher-scholars, ruler-politicians, merchant-farmers, and servant-workers.

f. The geography of India is considered holy by Hindus, especially a sacred river, the Ganges, that is said to wash away the sins of anyone who bathes in it.

General Sentence

7. Americans have displayed a growing interest in haiku, a type of Japanese poetry that must be composed using only three lines and seventeen syllables.

Specific Sentences

a. From 1990 to 1997, the Haiku Society of America grew from a small club to a national group with ten regional leaders.

b. In Japan, haikus are printed on tea cans that are sold in public vending machines.

c. Ancient haikus often celebrated the beauties of nature, but to-

* lore: knowledge or beliefs handed down from one generation to the next.

day's haikus might focus on movies, cartoon characters, junk food, or rock bands.

d. When a U.S. newspaper, the *Christian Science Monitor,* sponsored a haiku contest in 1996, editors received 30,000 entries—three times as many as they got in 1986.

e. The World Wide Web holds hundreds of haiku sites designed by residents of all fifty states, and the number of haikus on Internet bulletin boards increases every year.

f. Haiku fans in Europe throw parties where guests read their poems aloud and compete to write the best haiku in five or ten minutes.

General Sentence

8. Several famous cities in ancient Greece were reserved for specific purposes.

Specific Sentences

a. The city of Delphi held an important temple where priestesses were said to receive messages from the gods.

b. History records that many naval battles took place near Greek islands.

c. Enthusiastic crowds flocked to Olympia, which was set aside for athletic games and physical contests.

d. Rulers organized Greece into city-states, large areas that were dominated and run by towns at their centers.

e. The teachings of philosophers Socrates, Plato, and Aristotle influenced Greek citizens no matter where they lived.

f. The ancient city of Corinth earned fame as a busy trading center that linked Greece with the eastern and western worlds.

General Sentence

9. Because many Americans are fascinated by the idea of life on other planets, Roswell, New Mexico, has become a popular tourist town.

Specific Sentences

a. Visitors spend $5 million in Roswell each year, hoping to find proof that a flying saucer landed in the desert in 1947 and was hidden by the U.S. Air Force.

b. From 1991 to 1996, more than 100,000 people traveled to Roswell for a glimpse of its UFO* Museum & Research Center.

c. Roswell's annual UFO Festival now draws about 150,000 people; the six-day event includes lectures, concerts, bus tours, banquets, a "spaceship derby," and a costume ball.

d. A book by Kal Korff, *The Roswell UFO Crash,* contends that the damaged spacecraft was actually a classified military balloon intended to track Soviet nuclear tests.

* UFO: Unidentified Flying Object.

e. When Walker Air Force Base closed in 1967, many of Roswell's 48,000 residents lost their jobs and the town was deprived of its main source of income.

f. Most people who claim to have seen beings from outer space describe the creatures as small, with large heads, gray-green skin, and almond-shaped eyes.

General Sentence

10. When it comes to public celebrations, the people of Brazil's Rio de Janeiro have no match, and the Carnival that explodes in Rio just before the nation settles down to Lent* has all the music, color, and excitement anyone could ask for.

Specific Sentences

a. In Cologne, Germany, everyone dresses up for Carnival and heads for the street, anxious to meet friends and neighbors, most of whom will be wearing masks.

b. Ash Wednesday officially brings an end to the Carnival season.

c. In Rio de Janeiro, Carnival officially begins when the mayor hands the keys to the city over to the King of Carnival, who demands only that his subjects eat, drink, and be merry.

d. During Carnival, samba* dancers, dressed in fabulous costumes, compete for prizes in the Sambadrome, a 700-yard avenue that is blocked off so the dancers will not be interrupted by traffic.

e. Although Carnival parades throughout the city draw people out of their local neighborhoods, when they return they can count on finding numerous street parties still underway.

f. The official King of Carnival is often so heavy he can barely move; the King of Carnival in the year 2000 weighed in at 385 pounds.



Expanding Your Horizons

Want to learn more about the haiku poetry mentioned on page 128? Go to http://www.toyomasu.com/haiku, where you will find a definition, a brief history of haiku, and numerous examples. If your browser can't reach that particular site, type "haiku" into the search box and a host of other sites will appear.

* Lent: the forty days from Ash Wednesday until Easter, observed by Christians as a time to fast and repent.

* samba: a Brazilian ballroom dance of African origin.

End-of-Chapter Reading 3

DIRECTIONS Read paragraphs 1 through 3. Then circle the letter of the general statement that most effectively summarizes the more specific information in the reading.

SOUP'S ON

1 In Poland, soup lovers can now choose from eight different varieties of Campbell's *zupa,* including *flaki*—tripe soup spiced with lots of pepper. In Australia, Campbell's best seller is pumpkin. To please Mexican palates, Campbell came up with hot and spicy *crema de chile poblano* and *flor de cabazo* (squash soup).

2 Working in its Hong Kong test kitchen, Campbell concocted some recipes it hoped would appeal to the more than two billion consumers in Malaysia, Indonesia, Thailand, the Philippines, Vietnam, and Japan. What did Campbell chefs come up with? Successes include watercress and duck gizzard soup, radish-carrot soup, fig soup, and date soup. The soup maker also developed several flavors of corn soup specifically for markets in Taiwan, Hong Kong, and Singapore. What Campbell discovered is that Asian consumers are willing to buy lots of canned soup if the right soup is in the can.

3 Encouraged by the successful efforts of its chefs in Hong Kong, Campbell also decided to launch seventeen varieties of soup in the Chinese province of Guandong. The Chinese eat more soup in a few weeks than most Americans eat in a year; they just aren't used to eating canned varieties. Company executives hope that as the Chinese adopt a faster-paced, more westernized lifestyle, they will come to accept the convenience of canned soup. Backed by an expensive ad campaign, Campbell introduced its product in about 570 retail food outlets, and the signs are good that the soup will be a hit. (Adapted from Pride, Hughes, and Kapoor, *Business,* p. 319.)

General Statements

a. More than 125 years ago, the Campbell Soup Company introduced canned condensed soup and gave the world its first convenience food.

b. Campbell soup brands account for 80 percent of the soup sold in the United States; still the company's profits are declining.

c. Over time, Campbell's red-and-white soup labels came to symbolize American culture, which is precisely why they fascinated the artist Andy Warhol.

d. All over the globe, Campbell's research and taste tests are resulting in new recipes designed to please local palates and boost international sales.

Word Notes: Introducing Aphorisms

Exercise 6 on page 116 used the word *sayings*, which the *American Heritage Dictionary* tells us are often repeated familiar expressions. Following the advice of Chapter 1, let's expand your vocabulary by linking the word *saying* to a useful synonym, the word *aphorism*. Like the word *saying*, an *aphorism* is a brief verbal expression. An aphorism, however, is slightly more restricted in meaning. While a saying can simply be descriptive—"It's raining cats and dogs"—an aphorism always delivers an opinion about human nature and the ways of the world. The following are all examples of aphorisms:

> "Love is a fire. But whether it is going to warm your heart or burn down your house, you can never tell."—*Joan Crawford*
>
> "It is easier to forgive an enemy than to forgive a friend."—*William Blake*
>
> "True friendship is like sound health—the value of it is seldom known until it is lost."—*Charles Caleb Colton*

Now try your hand at writing an aphorism on a subject like friendship, love, or loss. If you need some inspiration to get started, visit www.aphorismsgalore.com. Hit "Categories" and a list of subject areas will come up, such as "Food and Drink" or "Love and Hate." Click on the category of your choice and a list of related aphorisms will appear on the screen.



Test 1: Reviewing the Key Points

DIRECTIONS Answer the following questions by circling the letter of the correct answer.

1. Words can be labeled more or less specific
 a. depending on who uses them.
 b. only in relation to one another.

c. only in the context of science.
d. only in diagrams.

2. General sentences
a. expand meaning and increase the number of possible interpretations.
b. restrict meaning and decrease the number of possible interpretations.
c. always lead to confusion between reader and writer.
d. narrow meaning and expand the number of interpretations.

3. Specific sentences
a. enlarge meaning and decrease the number of interpretations.
b. narrow meaning and limit the number of interpretations.
c. broaden meaning and decrease the number of interpretations.
d. never make sense by themselves.

4. Most writing
a. stays on the most general level of meaning.
b. stays on the most specific level of meaning.
c. avoids all generalizations.
d. combines different levels of general and specific language.

5. The reader's task is to
a. focus on the general sentences.
b. concentrate on the specific sentences.
c. make connections between general and specific sentences.
d. make comparisons between general and specific words.

To correct your test, turn to page 640 in the back of the book. If you get an answer wrong, be sure to review the pages indicated in the key, next to the correct answer.



Test 2: Distinguishing Between General and Specific Sentences

DIRECTIONS Read each pair of sentences. Then mark the general sentence with a *G* and the more specific one with an *S*.

1. a. We tend to take birds for granted, but birds, like most living creatures, can surprise us with their unusual abilities. G
 b. The ruby-throated hummingbird has the rare ability to fly backward and upside-down. S

2. a. The California sculptor Ned Kahn specializes in large artworks that imitate violent happenings in nature so realistically they can be terrifying. S
 b. Ned Kahn, a San Francisco sculptor, uses swirling water, fog, and sand to create room-size tornadoes and earthquakes that leave visitors shaking in their shoes. G

3. a. Ten fishermen on the Caribbean island of Bequia hunt forty-ton humpback whales in wooden sailboats, armed only with harpoons they throw by hand. S
 b. In the Caribbean, a small group of fishermen pursue their prey much like their ancestors once did using old-fashioned methods and tools. G

4. a. In the 1970s, the first U.S. space shuttle got its name from a popular science fiction television series. G
 b. In 1977, urged by fans of the TV series *Star Trek*, President Gerald Ford asked NASA to name the first U.S. space shuttle *Enterprise*. S

5. a. When young computer executives became rich in the 1990s, they decided to donate money to groups that help children. G

b. In 1997, thirty young computer programmers who made their fortunes at the Microsoft company gave $50 million to schools and youth centers. S



Test 3: Distinguishing Between General and Specific Sentences

DIRECTIONS Read each pair of sentences. Then mark the general sentence with a *G* and the more specific one with an *S*.

1. a. In wintertime, the body temperature of a woodchuck undergoes a steep drop of many degrees. _____
 b. In wintertime, the body temperature of a woodchuck drops from 90°F to around 40°F. _____

2. a. The fats found in fish, nuts, and vegetables may actually help protect you from heart disease. _____
 b. Not all fats are bad; some, in fact, may be good for you. _____

3. a. The temperature of Antarctica is changing; it is not as cold as it used to be. _____
 b. Current Antarctic temperatures are nine degrees higher than they were fifty years ago. _____

4. a. Heart disease is the leading cause of death in the United States. _____
 b. Heart disease is a killer. _____

5. a. Many records claim that baseball was first played in 1846, but there is evidence suggesting that the game is older than that. _____
 b. Jane Austen's novel *Northanger Abbey* was written in 1818; in it, Austen refers to a game called baseball, suggesting that the game was played before 1846. _____

Test 4: Recognizing the Most General Sentence

DIRECTIONS In each group of sentences, one is more general than the others. Circle the letter of the most general statement.

1. a. When a Hmong* person dies, a string must be knotted around his or her finger and tied to a slaughtered cow or pig.

b. Hmong mourners burn small boats folded from gold or silver paper, and do so very close to the dead person's body.

c. One Hmong death ritual is to play a mouth organ with long reed pipes, pound on a drum, and strike a metal gong.

d. When the Hmong, a mountain people from Southeast Asia, settled in the United States, they brought with them their funeral customs.

e. At a Hmong funeral, two relatives dress in the dead person's clothes and pretend to be him or her, greeting guests who come to view the body.

f. Hmong mourning starts with a 24-hour vigil attended by hundreds of people who chant, wail, and cry as loudly as possible.

2. a. In ancient Britain, gathering and hanging mistletoe were winter traditions.

b. During feasts, the ancient Romans draped their homes with mistletoe.

c. The custom of kissing or embracing under a branch of mistletoe has been around for centuries and is part of many cultures.

d. The early Scandinavians considered mistletoe a symbol of love.

e. In ancient Britain, if enemies met under the mistletoe, they would have to lay down their weapons and embrace.

f. In the fourth century, the Christian Church outlawed the hanging of mistletoe because it was associated with pagan traditions, but many people ignored the church's law.

3. a. In Mexican-American families, young children are rarely separated from their mothers.

b. Unless forced to by financial need, Mexican-American mothers stay home with their children.

c. In Mexican-American families, the children usually come first.

* Hmong: a group of people who made their home in Laos and who supported the United States during the Vietnam war (1954–1975).

d. Although the children are mainly the mother's responsibility, fathers are deeply involved in decisions about the children's upbringing and future.

e. Fathers often work two or more jobs so that mothers can stay home with the children.

f. When a child is born to a Mexican-American couple, both parents will often completely rearrange their lives to care for the child.

4. a. In A.D. 1486, Pope Gelasius ordered a celebration in honor of the martyred Saint Valentine.

b. The earliest known valentine was written in 1415.

c. Saint Valentine's Day has been celebrated for centuries.

d. By the sixteenth century, it had become a tradition for lovers to exchange gifts on Saint Valentine's Day.

e. It was in the sixteenth century that the image of Cupid became associated with Saint Valentine's Day.

f. In 1797, a British publisher put together *The Young Man's Valentine Writer,* a collection of verses for young men who were incapable of writing their own valentines.

5. a. People who use amphetamines tend to perceive situations unrealistically and as a result don't handle them well.

b. People who use large doses of amphetamines have trouble sleeping.

c. People who use amphetamines often find that they are unable to stop talking.

d. Under the influence of amphetamines, people usually feel they are working more efficiently; unfortunately, this impression is seldom accurate.

e. Amphetamines, also known as *speed,* are dangerous drugs with serious side effects.

f. Loss of appetite is a common side effect of amphetamines.

Test 5: Recognizing the Most General Sentence

DIRECTIONS In each group of sentences, one is more general than the others. Circle the letter of the most general sentence.

1. a. In the African country of Dahomey, music historians were carefully trained to preserve important records.

b. There was a time when the music of Africa was also the history of the African people.

c. In the African country of Burundi, singers followed soldiers to war and recorded great actions in song.

d. Many African countries trained men and women to be living books who could record important events in song.

e. If the songs contained important information, some African musicians had to learn them in secret.

f. In the Sudan, singers recited the history of the nation at public gatherings and sang the deeds of great heroes.

2. a. Tornadoes are clouds shaped like funnels; they reach all the way to the ground, doing enormous damage.

b. Although all storms have fearful aspects, tornadoes are the most frightening.

c. Winds within the funnel of the tornado can reach speeds of more than several hundred miles per hour.

d. Tornadoes strike without warning; they seem to come out of nowhere.

e. Sometimes buildings actually blow up as the tornado passes over them.

f. The heavy rain and hail that accompany a tornado also do much damage.

3. a. Because of the way he looked, John Merrick could not go into the street without being mobbed by curious strangers who stared at and ridiculed him.

b. Before he came under a doctor's care, Merrick was exhibited in the circus, like an animal.

c. The victim of a terrible and disfiguring* disease, Merrick could not sleep like other people; he had to sit up with his heavy head resting on his knees.

* disfiguring: ruining, spoiling, or deforming.

d. The head of the Elephant Man was enormous and misshapen.

e. John Merrick, also known as the Elephant Man, had a brief and all too painful life.

f. Merrick never forgot the brutal beatings and terrible humiliation of his life in the circus.

4. a. It took a while for L. Frank Baum, author of *The Wonderful Wizard of Oz,* to find just the right title for his masterpiece.

b. While the book was in production, Baum changed the title to *From Kansas to Fairyland.*

c. An author sometimes has great difficulty choosing the title of a book.

d. When Baum first submitted his manuscript in 1899, it was called *The Emerald City.*

e. Just before the book appeared in print, Baum changed the title again, this time to *The City of the Great Oz.*

f. In the end, the book was published in 1900 as *The Wonderful Wizard of Oz.*

5. a. Supervisors at the Levi Strauss company patrol hallways, making sure no one wears tank tops or flip-flops.

b. When major corporations relax their dress codes, they still use a variety of methods to let employees know what's acceptable.

c. The S. C. Johnson Wax firm prints a pamphlet with "What's Hot and What's Not" clothes guidelines, then distributes it with paychecks.

d. Two Sears mannequins are dressed in casual clothing, then placed in the cafeteria of the company's headquarters.

e. Salomon Smith Barney, an investment firm, issues formal memos that outline changes in policy—for example, allowing women executives to shed their pantyhose in warm weather.

f. The Society of Human Resources Management holds an "outfits" fair for employees, offering information booths, trivia games, and prizes.

CHAPTER 4

Discovering Topics and Main Ideas

In this chapter, you'll learn

- **how to identify the *topic* of a paragraph.**
- **how to ask questions that lead you to the *main idea.***
- **how to recognize *topic sentences.***
- **how *transitions* can signal a topic sentence.**
- **how to combine two sentences into one topic sentence.**
- **how to *paraphrase* an author's words by changing the language without changing the meaning.**

Chapter 4 offers you a step-by-step strategy for understanding paragraphs. It also gives you a chance to apply everything you have learned about general and specific sentences.



Identifying the Topic

Identifying the **topic** is the first step you need to take toward understanding a paragraph. The topic is the subject under discussion. It's the person, place, event, or experience most frequently mentioned or referred to by the author. Usually you can discover the topic by asking a simple question: Who or what is most frequently mentioned or referred to in this paragraph? The following paragraph illustrates how that one question can lead you to the topic:

> The doctrine* of the Jehovah's Witnesses, a religious group founded by Charles Taze Russell, is based on the belief that there will be a second coming of Christ. According to this doctrine, the coming of Christ is not far off, and his arrival is eagerly awaited because only he can conquer the devil. Once the devil is conquered, peace and harmony will come to the world. Anxious to explain their doctrine to the public, Jehovah's Witnesses publish and sell two magazines, *Watchtower* and *Awake.*

Every sentence in this paragraph mentions or refers to the doctrine of the Jehovah's Witnesses. This is the topic of the paragraph. The topic is not "Charles Taze Russell" or "*Watchtower.*" The man and the magazine are mentioned only once. They are not repeated or constantly referred to and don't dominate the paragraph.

Notice, too, that we needed five words—"doctrine of the Jehovah's Witnesses"—to express the topic. Occasionally, the topic of a paragraph can be expressed in a single word. Most of the time, however, you will need two or more words to fully express the topic, as in the following paragraph:

> Charles Lindbergh's strong and independent character shaped every event in his altogether spectacular life. In 1927, when he decided to fly nonstop over the Atlantic, everyone said it was impossible. But Lindbergh would not listen and flew anyway, becoming an international hero. In 1933, when the public demanded that he return a medal given to him by the Nazis, Lindbergh refused. No matter how unpopular his decision, he would not bend to the opinion of others. True to character, Lindbergh also planned his own funeral. Typically, he was not about to leave such an important event in anyone else's hands. Charles Lindbergh wanted to die just as he had lived—on his own terms.

* doctrine: a set of religious principles or beliefs.

At first glance, you might say that the topic of this paragraph is "Lindbergh." Yet actually, that topic is too general. The paragraph does not mention the many different subjects that might fall under such a broad heading—subjects like Lindbergh's family, hobbies, or illnesses. The focus of the paragraph is more specific than "Lindbergh." The paragraph concentrates on Lindbergh's independent character, making "Lindbergh's independent character" the precise topic. That phrase is general enough to include everything discussed at length in the paragraph. It is also specific enough to exclude anything not discussed in detail.

1. The **topic** is the subject under discussion in the paragraph. It's the person, place, event, or experience most frequently mentioned or referred to in the paragraph.
2. You can usually discover the topic by asking yourself "Who or what is most frequently mentioned or referred to in the paragraph?"
3. The topic you decide on should be general enough to include everything discussed in the paragraph. It should also be specific enough to exclude anything not discussed in detail.



Expanding Your Horizons

In 1932, Charles Lindbergh's infant son was kidnapped. In 1935, the supposed kidnapper, Bruno Hauptmann, was convicted of the crime. But the case still haunts the American justice system. To find out why, go to http://www.lindberghtrial.com. (If that Web site is no longer available, tell your search engine to look for sites concerned with "Charles Lindbergh.")

The following exercise will give you some practice in identifying topics.

Exercise 1

DIRECTIONS Read each paragraph. Put a *T* next to the word or phrase that best expresses the topic. Then label the other topics either *G* for too general or *S* for too specific.

EXAMPLE In the nineteenth century, American and British fishermen nearly wiped out the Antarctic seal. However, the seals have made an astonishing comeback, and the current seal population is

rapidly increasing. Although scientists admit there may be other factors responsible for the return of the Antarctic seal, they are convinced that the severe decrease in the baleen whale population is a major cause. The baleen whale and the Antarctic seal once competed for the same food source—a tiny shellfish called krill. With the baleen whale practically extinct, the seals now have an almost unlimited food supply. That increase in the food supply is clearly one reason for the seals' comeback.

a. seals around the world G

b. the disappearance of the baleen whale S

c. the comeback of the Antarctic seal T

EXPLANATION The phrase mentioned or referred to most often in this paragraph is "the comeback of the Antarctic seal." Just about every sentence in the paragraph describes the seals' return. Answer **a** is too general because the author clearly focuses on one type of seal rather than seals all over the world. Answer **b** is too specific. The paragraph deals with more than the disappearance of the baleen whale.

1. Socrates was a philosopher, a person who searches for the truth and the meaning of life. He was also a well-known teacher in ancient Athens,* whose method of teaching was to pose questions that made his students examine and question their beliefs. Socrates' method, however, upset many Athenian leaders. They thought that by teaching the young to question, Socrates was challenging the authority of the government. Consequently, Socrates was sentenced to death.

a. Socrates' philosophy ____

b. the Athenian leaders ____

c. Socrates' method of teaching ____

2. Gender roles are taught throughout the life cycle, but parents probably have the greatest influence, especially when children are very young. Early on, parents reinforce the roles considered appropriate to their child's gender with such remarks as "What a good, sweet

* Athens: a city in Greece.

girl!" or "What a big, strong boy!" Such statements are usually accompanied by smiles and nods of approval or pleasure. Actually, most, if not all, of the forces of socialization* in our culture—parents, teachers, peers, movies, television, and books for children and adults—reinforce the notion that boys and girls play different roles based on their gender. The resulting set of traits is what we call masculinity and femininity. (Adapted from Greenberg et al., *Sexuality,* p. 375.)

a. masculinity _____

b. gender roles _____

c. social roles _____

3. Some societies have a custom called the *couvade.* The couvade is a ceremony in which the husband acts as if he is suffering from labor pains while his wife actually gives birth. Although no one seems able to explain fully the meaning of the couvade, there are several theories. According to one theory, the couvade is a method of warding off evil spirits. In effect, the husband directs attention away from his wife and toward himself. Another theory speculates that the couvade is a way of publicly identifying the father so that his paternity* will not be in doubt.

a. ceremony and ritual _____

b. theories about the couvade _____

c. the belief in evil spirits _____

4. In sudden infant death syndrome (SIDS), a sleeping baby stops breathing and dies. In the United States, SIDS strikes about two of every thousand infants, usually when they are two to four months old. SIDS is less common in cultures where infants and parents sleep in the same bed, suggesting that sleeping position may be important. Indeed, about half of apparent SIDS cases may be accidental suffocations caused when infants lie face down on soft surfaces. Other SIDS cases may stem from problems with brain systems regulating breathing or from exposure to cigarette smoke. (Bernstein et al., *Psychology,* p. 173.)

* socialization: teaching behavior appropriate to a particular society.
* paternity: biological role as father.

a. infant deaths _____

b. SIDS _____

c. the incidence of SIDS in other cultures _____

5. If two people with sharply different spending styles commit to a relationship, problems usually arise. This is particularly true in a marriage. For example, the conflict of "his" and "her" money may come into play, and whoever earns the larger salary may want to tell the other how to spend. In disagreements over money, the larger earner may think or say, "I earned it and I'll spend it." (Adapted from Garman and Forgue, *Personal Finance*, p. 119.)

a. conflicting spending styles _____

b. money _____

c. fights about "his" money _____

> **Reminder:** Look for a topic general enough to include everything discussed in a paragraph but still specific enough to exclude anything not mentioned or discussed in detail.

EXERCISE 2

DIRECTIONS Read each paragraph. Then in the blank that follows write a word or phrase that sums up the topic.

EXAMPLE Joseph Boulogne, the eighteenth-century black composer, led a life so active and so exciting, it is surprising that he still found the time to write music. Son of an African slave and a French official, Boulogne was born in Guadeloupe* but was educated in Paris, where he acquired all the graces of an accomplished gentleman. By the age of eighteen, he could skate, dance, fence, and ride with any man in Paris. When the French Revolution bloodied the streets of Paris, Boulogne commanded an all-black regiment, proving himself a brilliant military strategist. However, none of these activities interfered with the composer's love of music. Boulogne wrote and performed music throughout his lifetime, stopping only when he was imprisoned for a brief period after the Revolution.

* Guadeloupe: French islands in the West Indies.

Topic *The exciting life of Joseph Boulogne*

EXPLANATION The paragraph describes in detail the varied and active life of Joseph Boulogne. This is the subject to which the author repeatedly returns.

1. When Americans think of the Wild West, they don't usually imagine it inhabited by African Americans. Yet this image of the West—without the presence of black people—is completely inaccurate. In truth, thousands of African Americans helped settle the West, even though few Hollywood films have acknowledged their existence. In the 1940s, for example, Hollywood released a movie called *Tomahawk*. The white actor Jack Oakie played a character named James Beckworth. Beckworth was actually a black cowboy who became famous during the California gold rush. Similarly, Oklahoma, the location for many Westerns, was the site of several African-American communities, none of which has ever appeared on film. It's time for Hollywood to acknowledge its historical error and make films showing African Americans taking part in the westward movement.

Topic _____

2. Bram Stoker's classic horror story, *Dracula,* was first printed in 1897. Since that time, the novel has had extraordinary success. Undoubtedly, one reason for its popularity is the figure of the count, who is a strange mixture of the real and the supernatural. When Dracula first appears in the novel, he is a polite and altogether charming host. But it is not long before he emerges as the inhuman fiend who stays alive by drinking human blood, hypnotizes his victims with his glowing red eyes, and transforms himself into a bat, a wolf, or a puff of smoke.

Topic _____

3. Edgar Allan Poe is usually praised for having written some of the very first detective stories. Yet another aspect of Poe's work is frequently ignored: his understanding of abnormal psychology.* Although today it is accepted that human beings may be motivated by dark and irrational* desires contrary to normal morality, Poe wrote in the nineteenth century, not the twenty-first. Yet in "The

* abnormal psychology: the study of the mind's disturbances.
* irrational: not based on reason.

Tell-Tale Heart" and "The Black Cat," he managed to realistically describe two characters who were well aware that they have no reason to desire the death of their victims. As Poe makes clear, reason has nothing to do with their decisions; they are driven by cruel desires beyond rational control.

Topic _____

4. In the nineteenth century, a monk named Gregor Mendel discovered the basic rules, or laws, of heredity,* but his discovery was totally ignored. From 1857 to 1865 Mendel had carefully crossed different varieties of garden peas and studied the results of the crossbreeding. When he finished his studies, he read an account of the experiments to a society of naturalists,* all of whom remained strikingly unimpressed by his discoveries. Articles about his work were met with the same lack of enthusiasm. It was not until sixteen years after Mendel's death that three European scientists who had made similar discoveries decided to investigate the monk's work, and Mendel finally received the recognition he deserved.

Topic _____

5. The Japanese word *kimono* actually means "clothing," but the word is used primarily to refer to robelike garments with wide-angle sleeves. According to tradition, kimonos for men were made of black silk and decorated with the family crest.* Women had more choices. The color of their kimonos could vary with the occasion. Both sexes bound or tied their kimono with a large sash called the "obi," and the sash itself, along with the way it was tied, was a good indicator of social class. Prior to the nineteenth century, the upper classes in Japan dressed almost exclusively in kimonos, but in modern Japan, kimonos are worn only for special occasions.

Topic _____



From Main Topic to Main Idea

Once you have identified the topic, you still need to discover the **main idea.** The main idea is the central message or point of the para-

* heredity: the transmission of characteristics from parents to offspring.
* naturalists: people who study plants and animals.
* crest: symbol or sign.

graph. It's the underlying thought that connects the individual sentences. Without a main idea, the sentences in a paragraph would go in so many different directions that the paragraph wouldn't make sense. In effect, it wouldn't be a paragraph at all. It would be a list of individual points.

Readers can usually discover the main idea by asking two questions: (1) What does the author want to say *about* the topic? and (2) What idea is developed in both general and specific sentences?

To see how these questions can help you understand a paragraph, look at the following example:

> It's very common for employees to mimic the behavior of their employers. If the boss rocks back and forth in his chair, so do they. If she points her finger while talking, so do they. According to psychologists, the tendency to such mimicry already appears in childhood, when we imitate our parents in the hopes of pleasing them. As adults, however, such mimicry is often unintentional. Without realizing it, we unconsciously nod or doodle like those we respect or admire. True, some employees do use mimicry consciously as a way of winning approval and promotions. They assume their employers will view imitation as a form of flattery and enjoy seeing evidence of their power and prestige.

In this paragraph, the author repeatedly refers to employee mimicry. This is clearly the topic of the paragraph. However, we still have to determine what the author wants to say *about* the topic. That means we need to *look for an idea that is developed throughout the paragraph in both general and specific sentences.*

Look closely at the paragraph on mimicry and you'll see that the first sentence expresses just such an idea. It tells us that employees are likely to mimic their employers. The remaining sentences in the paragraph all explore this idea in more specific detail. Not only do we get examples of how mimicry works, but we also learn about its origin in childhood. So in addition to the topic, we also now know the main idea.



Topic Sentences and Main Ideas

Notice how the first sentence in the sample paragraph above sums up the main idea? That sentence is worth noticing because many paragraphs are likely to include one like it. These sentences are called **topic sentences.** Broader in meaning than most of the sentences in the paragraph, topic sentences put main ideas into words.

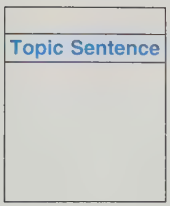
And no, the topic sentence and the main idea are not one and the same. The main idea is the thought that unites or links all the sentences in the paragraph. The topic sentence is the author's way of "languaging" that idea. Think of it this way: You can and should paraphrase, or translate the main idea of the paragraph into your own words, but your paraphrase still won't be a topic sentence. The only one who can write the topic sentence of a paragraph is the author.

Because topic sentences frequently appear in writing, particularly in textbooks, you should know how to identify them when you see them. The following pointers will help you do precisely that.

1. The topic sentence is more general than most of the other sentences in the paragraph.
2. The topic sentence answers the question "What's the point of this paragraph?"
3. The topic sentence is developed or explained throughout most of the paragraph.
4. The topic sentence can be used to sum up the entire paragraph.
5. Anyone can paraphrase the main idea, but only the author can write a topic sentence.

Locating Topic Sentences

Don't be fooled by the sample paragraph on page 149. The first sentence in a paragraph is not always a topic sentence. *Topic sentences can and do appear anywhere.* Look, for example, at this paragraph:



The learning behavior of human beings can be very complicated. To find out how we learn, scientists often study the activities of animals. Sometimes they observe how long it takes for mice to reach food in the center of a maze. Sometimes they teach pigeons to obtain food by pressing buttons. In the first experiments in space flight, trained chimpanzees and dogs were sent into orbit. They proved that living beings could carry out their activities while whirling about in space. (Adapted from Tanzer, *Biology and Human Progress*, p. 42.)

In this example, the first sentence is an **introductory sentence.** Introductory sentences are general sentences that spark interest in

a topic or provide background information. However, unlike topic sentences, they are not developed in the paragraph. On the contrary, their sole purpose is to prepare readers for the topic sentence.

Although the opening sentence in the paragraph above is about the behavior of human beings, the paragraph actually discusses the activities of animals. "Activities of animals" is, in fact, the topic of the paragraph. The main idea appears in the second sentence, which is the topic sentence of the paragraph. The topic sentence explains that scientists study the activities of animals to discover how human beings learn. The remaining, more specific sentences tell readers exactly which animal activities scientists study.

Topic sentences can also appear in the middle of a paragraph, as in the following example:

> Most people know the gruesome story of Baron Frankenstein, the mad doctor who created a living monster from the bodies of corpses. The story has been told and retold. It has also been the subject of numerous films, and most people are familiar with the tale. What many people don't know, however, is that the chilling story of Dr. Frankenstein and his creature was written by a nineteen-year-old girl named Mary Shelley. As a young bride, Shelley liked to take part in storytelling competitions with her husband, Percy Bysshe Shelley, and his friend and fellow-poet George Gordon Byron. On one particularly long evening, Byron suggested that everyone write and read a ghost story. Mary Shelley responded with the story of Frankenstein, and the rest, as they say, is history.

Topic Sentence

The topic sentence can also appear at the end of a paragraph. Here's an example:

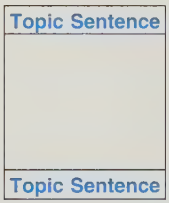
> In British galleries, railway stations, and hotel lobbies, people walk up to Wendy Beckett and smile. Schoolchildren nudge each other and whisper. Senior citizens and youthful students offer compliments. Most ask for Beckett's autograph. Americans might not understand all the hubbub,* because Beckett is a sixty-nine-year-old nun who leads a rather quiet life. She lives in a trailer in the woods and eats little more than a pint and a half of skim milk per day. She is also epileptic* and frail. Until the age of sixty, she had little to do with the world outside her trailer. Now, however, Beckett has a publicist.* She has even visited the prime minister of England. Occasionally, she appears on Saturday morning kiddie shows. Her

* hubbub: excitement.
* epileptic: subject to a disease that causes seizures during which the person loses consciousness.
* publicist: a person who promotes the interests of another through the use of the media, e.g., arranging interviews or handing out biographical information.



trademark teeth, slightly protruding and widely spaced, have inspired numerous imitations. Because she has hosted a series of wildly successful art history programs for the British Broadcasting Corporation, Sister Wendy Beckett, also known as the art nun, has become a beloved figure throughout all of England.

You need to know, too, that authors sometimes state the main idea twice, at the beginning of the paragraph and at the end. Here's an example:



George Smith Patton, Jr., was a much decorated four-star general in the U.S. Army, whose career came to an abrupt halt because he couldn't control his temper. During World War II, in August of 1943, Patton visited ailing and wounded soldiers in two separate army hospitals. On each visit, he publicly slapped a soldier who complained that he had lost the nerve to fight. Patton considered the men despicable* and insisted that "real" soldiers should not have to look at gutless cowards afraid of battle. Although Patton thought his behavior perfectly appropriate, his commanding officer, Dwight D. Eisenhower, did not share his feelings. Eisenhower forced Patton to apologize publicly to the staff of both hospitals and to the men themselves. More than that, he saw to it that Patton rose no higher in the chain of military command. Thanks to his uncontrollable temper, General George Patton, a man of enormous ambition, never climbed any higher on the military ladder.

In this case, the author is so intent on readers getting her point, she states the main idea twice—at the beginning *and* at the end of the paragraph.

1. The **topic** is the person, place, object, or event under discussion.
2. The **main idea** is the central thought or point of the paragraph.
3. The **topic sentence** is a general sentence that sums up the main idea.
4. Although the topic sentence is likely to appear at the beginning of a paragraph, it can also appear in the middle or at the end. A paragraph can also contain two topic sentences, each one restating the main idea in different words.

* despicable: beneath contempt.

EXERCISE 3

DIRECTIONS Read each paragraph. Identify the topic and the main idea by circling the appropriate letters. Then write the number of the topic sentence in the blank. *Note:* Remember, the topic sentence can appear at the beginning and at the end of a paragraph.

EXAMPLE [1]Outwardly, the arrival of British baby Louise Brown in 1978 seemed like any ordinary birth. [2]But in fact Louise Brown's arrival proved to be an altogether extraordinary event, for Louise's birth was living proof that a scientific procedure known as in vitro fertilization could produce normal, healthy babies, even when the actual process of fertilization took place outside the human body. [3]For countless couples who had expected to remain childless because of problems with the initial stages of pregnancy, Louise's birth was a scientific miracle that offered new hope. [4]Since 1978, many more such babies have been born in England, Australia, and the United States, with the result that the term *test-tube babies* has become part of the English language. [5]In the United States there are now entire clinics devoted solely to the process of in vitro fertilization.

Topic

a. Louise Brown
(b.) in vitro fertilization
c. pregnancy

Main Idea

a. In vitro fertilization is an expensive and complicated procedure that doesn't always work.
(b.) The birth of Louise Brown proved that in vitro fertilization could produce healthy babies.
c. In both the United States and Europe, there are clinics that help infertile couples have children.

Topic Sentence 2

EXPLANATION The topic of the paragraph is in vitro fertilization. That is certainly the subject to which the author returns. The main idea of the paragraph is that in vitro fertilization does indeed work: The birth of Louise Brown proved it. Every sentence in the paragraph helps to make this point, which is summed up in sentence 2, the topic sentence of the paragraph. Sentence 2 is the general sentence you could use if someone asked you: "What's the point of the paragraph?"

1. [1]More than fifty different kinds of sea snakes live in the waters of the Pacific and Indian Oceans. [2]Unlike sea turtles, which must crawl from the water to give birth on land, sea snakes give birth below the surface of the ocean. [3]The only time a sea snake surfaces is when it needs to fill its single lung with air. [4]Once the lung is filled, the sea snake can stay underwater for hours. [5]Although sea snakes are quite beautiful, they are also dangerous. [6]They produce a deadly poison that can kill on contact.

Topic

a. the sea

b. sea snakes

c. the poison of sea snakes

Main Idea

a. As many as fifty different kinds of sea snakes make their home in the Pacific and Indian Oceans.

b. Sea snakes can kill on contact by poisoning their victims.

c. Sea snakes have very little in common with sea turtles.

Topic Sentence _____

2. [1]With a huge white horn planted firmly in the middle of its head, the rhinoceros is a comical-looking animal. [2]Unfortunately, there is nothing comical about what presently appears to be the rhino's unhappy fate: Pursued by poachers who sell rhino horns for profit, the animals are rapidly being destroyed. [3]Laws to stop the poaching have been enacted in parts of Africa where the animals are found, but so far those laws have not been very successful. [4]In fact, only a few small-scale poachers have been arrested. [5]Large-scale poaching rings, responsible for much of the slaughter, remain intact. [6]Free of significant interference, they continue to kill the animals in order to make their horns into fancy daggers or useless aphrodisiacs.* [7]If poachers are allowed to hunt and slaughter rhinos with impunity,* the animals will surely become extinct.

Topic

a. the preservation of endangered animals

b. the slaughter of rhinos

c. poaching

Main Idea

a. Because their horns bring in money, rhinos are being killed in large numbers.

* aphrodisiacs: substances that supposedly increase sexual desire.
* impunity: without fear of punishment.

b. In Africa, large-scale poaching rings are a menace to endangered animals.

c. Through no fault of its own, the rhinoceros is a funny-looking creature.

Topic Sentence _____

3. [1]Avalanches are among the world's most dangerous natural disasters. [2]Fortunately, they usually occur in remote mountain areas, where they threaten neither human life nor property. [3]Occasionally, however, an avalanche can strike suddenly and without warning, taking hikers and skiers by surprise. [4]This is precisely what happened more than a century ago when a small group of mountain climbers tried to scale the huge alpine peak Mont Blanc. [5]Without warning, they were overtaken by an avalanche that left only a few survivors. [6]Three members of the party were buried in the snow. [7]When, after almost half a century, the bodies were found, they were perfectly preserved. [8]They were so well preserved, in fact, that a surviving member of the original party, by then an old man, was able to recognize them.

Topic a. natural disasters

b. sudden avalanches

c. Mont Blanc

Main Idea a. For the most part, avalanches occur in remote areas where they don't do much harm to people or property.

b. The bodies of those who died in the Mont Blanc avalanche were so well preserved they were still recognizable after almost half a century.

c. Deadly avalanches have been known to surprise hikers and skiers.

Topic Sentence _____

4. [1]Somewhere between the business newsletter, the consumer magazine, and a hobby are periodicals called zines (pronounced "zeens"). [2]Derived from the word *fanzines*, zines are homemade journals and newsletters that focus on various aspects of popular culture. [3]They number in the thousands. [4]Even trade magazine journalists who get paid to report on the subject can't keep count, partly because many appear and disappear quickly, and the ones that stay around often do not appear with predictable frequency. [5]Some zines are sold by subscription, but many are peddled in music and bookstores or on the

Internet. [6]The range of subjects and their specificity can be truly astonishing. [7]*Boing Boing,* for example, is devoted to obscure artists and hobbies; *Teenage Gang Debs* is about women and 1970s television; the *Optimistic Pezzimist* is for people who collect Pez dispensers; and *Pieces & Bits* is about speckled meats. [8]Zines started as an "underground," informal activity. [9]They received so much publicity in the 1990s, particularly among twenty-somethings, that in 1996 one small company created a genuine magazine that collected zine materials. [10]Called *Curio,* it aimed to reach twenty-five- to thirty-five-year-olds with photography, illustrations, and writing taken mostly from zines and their creators, but packaged as a glossy, national publication. (Joseph Turow, *Media Today.* Boston: Houghton Mifflin, 1999, p. 148.)

Topic a. periodicals

b. *Teenage Gang Debs*

c. zines

Main Idea a. Although some zines are sold by subscription, the majority are sold over the Internet.

b. The magazine *Curio* was created to collect and catalog zine materials.

c. Zines are homemade newsletters and journals that cover a wide range of pop cultural topics.

Topic Sentence _____

5. [1]The people most often hurt by stereotyping are women, minorities, older workers, and immigrants. [2]However, many white men feel that they are also victims of stereotyping. [3]Part of the AT&T Corporation diversity program is a workshop titled "What About White Males? Are They the Invisible Diversity Segment?" [4]This workshop was created after many white male employees complained that conventional diversity courses perpetuated* stereotypes about their supposed wealth, power, and insensitivity. [5]More than 1,000 AT&T workers have participated in workshops aimed at dispelling myths about white men. (Barry L. Reece and Rhonda Brandt, *Effective Human Relations in Organizations,* 7th ed. Boston: Houghton Mifflin, 1999, p. 393.)

Topic a. AT&T's diversity program

b. stereotyping white males

c. prejudice

* perpetuated: encouraged.

Main Idea a. The AT&T Corporation has received numerous complaints about their diversity training workshops.

b. Although most people claim to dislike stereotypes, they all too often apply them to others.

c. In addition to women and minorities, white men can also suffer from stereotyping.

Topic Sentence _____

6. [1]Mention Mardi Gras to people from the United States, and they are likely to think of New Orleans, home to a truly fabulous Mardi Gras celebration. [2]Yet the holiday known as Mardi Gras is certainly not restricted to the United States; it is also enthusiastically celebrated in other countries. [3]In Brazil, the city of Rio de Janeiro is host to a spectacular Mardi Gras celebration, replete with the required parades and costume balls. [4]In France, the city of Nice celebrates Mardi Gras with all the extravagance and color appropriate to the holiday. [5]So, too, does the city of Cologne in Germany, where the Mardi Gras carnival and parade bring young and old into the streets.

Topic a. holidays

b. Mardi Gras

c. New Orleans

Main Idea a. The celebration of Mardi Gras is not limited to the United States.

b. Perhaps the most famous Mardi Gras celebration is the one that takes place in Rio de Janeiro.

c. New Orleans is home to the world's most fabulous celebration of Mardi Gras.

Topic Sentence _____

7. [1]If you grew up in the United States, you probably are a coffee or tea drinker. [2]But if you spend some time in the countries of Paraguay, Brazil, or Argentina, you're likely to come away with a taste for a drink called *maté*. [3]Maté is a hot or cold drink made from the dried leaves of an evergreen tree. [4]Less sharp in taste than tea, maté is green in color and served with sugar, milk, or lemon juice. [5]Although it is sometimes referred to as "Paraguay tea," maté lovers insist that the beverage is very different from tea. [6]Above all, it possesses its own special flavor. [7]Like coffee, maté has a high level of caffeine and can become addictive if drunk in large quantities.

Topic a. coffee

b. beverages

c. maté

Main Idea a. In Paraguay, Brazil, and Argentina, maté is much more popular than either coffee or tea.

b. If you live in Paraguay, Brazil, or Argentina, you may become fond of a drink called maté.

c. Maté is delicious but highly addictive.

Topic Sentence _____

8. [1]Although the tradition of paying homage* to one's mother goes back thousands of years, our modern-day version of Mother's Day was the brainchild of Philadelphia-born Anna M. Jarvis. [2]Although Jarvis herself was unmarried and had no children, she was determined to honor the memory of her mother, whom she considered a saint. [3]In 1908, Jarvis instigated* the establishment of Mother's Day services throughout West Virginia and Pennsylvania. [4]Then she began writing letters to the nation's Congress and clergy. [5]In 1910, the governors of West Virginia, Oklahoma, and Washington officially proclaimed Mother's Day a state holiday. [6]By 1911, every state in the nation had officially recognized Mother's Day. [7]Anna Jarvis's dream had come true.

Topic a. Mother's Day throughout history

b. the origin of Mother's Day in America

c. the life of Anna Jarvis

Main Idea a. Mother's Day, in one form or another, has existed for centuries.

b. Anna Jarvis was the woman responsible for the holiday we call Mother's Day.

c. It's very odd that the woman who invented Mother's Day had no children of her own.

Topic Sentence _____

9. [1]Tejano music originated in the Rio Grande Valley sometime in the late 1800s. [2]Instrumentally it relies on the accordion, while rhyth-

* homage: honor or tribute.
* instigated: started.

mically it mixes polkas with waltzes. [3]Although initially Tejano music was beloved mainly by working-class Mexican Americans, its appeal has widened over the years. [4]Yearly album sales are now more than 20 million, and sales are not limited to people of Mexican origin. [5]Radio stations in both Europe and Japan regularly feature Tejano music. [6]In part, Tejano music has widened its appeal because Latino culture in general has finally "arrived" in the United States, thanks to the fantastic success of entertainers like Ricky Martin, Marc Anthony, and Christina Aguilera. [7]But another, more tragic reason for the spread of Tejano music was the death of the entertainer Selena Quintanilla Perez at the age of twenty-one. [8]Killed by an obsessed fan, Selena was known as the queen of Tejano music, and her untimely death drew the public's attention to the songs she made famous. [9]As a result, Tejano music began finding its way into mainstream radio stations and even into mainstream advertisements, like the beer ad that features "Heavy Metal Tejano."

Topic

a. music
b. Selena
c. Tejano music

Main Idea

a. Thanks to the success of Latino entertainers like Ricky Martin and Christina Aguilera, Tejano music has become widely known.
b. The death of Selena revealed the darkness often hidden behind the bright lights of fame.
c. Over the years, Tejano music has become popular with a wide and varied audience.

Topic Sentence _____

10. [1]Why is it that some people need Novocain just to get their teeth cleaned, while others allow the dentist to drill without benefit of painkillers? [2]The answer is that people differ in their tolerance for pain, and this may be one reason why doctors don't seem to know how to effectively treat pain. [3]In 1993, an *Annals* of Internal Medicine* survey found that 86 percent of the cancer physicians questioned believed their patients had received inadequate pain medication. [4]As Richard B. Patt, an anesthesiologist, expressed it in an interview, "We do a lousy job with pain."[1] [5]The truth is that there's no x-ray or blood test to identify pain. [6]Instead, doctors have to rely

* annals: journals.
[1] John Sedgwick, "Who Feels Our Pain," *Self*, November 1997, p. 125.

on a zero to ten rating scale, with ten being the worst possible pain imaginable. [7]Yet here again, unbearable pain for one person may be quite bearable for another. [8]Thus, many doctors don't always pay enough attention when a patient insists that he or she is in pain.

Topic

a. the use of Novocain
b. doctors
c. treating pain

Main Idea

a. Because pain tolerance varies with the individual, doctors often don't know how to treat it.
b. Many doctors don't prescribe adequate pain medication because they fear that their patients will become addicts.
c. Some people require Novocain just to get their teeth cleaned.

Topic Sentence ——



Expanding Your Horizons

Interested in knowing more about Tejano music? Go to http://www.tejanoweb.com. (Should that Web page not be accessible, tell your search engine to look for sites devoted to "Tejano music.") If you would like to know more about Selena, the woman who did so much for Tejano music, try selena@tejanoweb.com or else, simply tell your search engine to look for sites about "Selena."



Transitions Introducing Topic Sentences

Here again is the paragraph that first appeared on page 157. It reappears because it illustrates how transitions signaling reversal introduce a topic sentence.

> If you grew up in the United States, you probably are a coffee or a tea drinker. *But* if you spend some time in the countries of Paraguay, Brazil, or Argentina, you're likely to come away with a taste for a drink called *maté.* Maté is a hot or cold drink made from the dried leaves of an evergreen tree. Less sharp in taste than tea, maté is green in color and served with sugar, milk, or lemon juice. Although it is sometimes referred to as "Paraguay tea," maté lovers insist that the beverage is very different from tea. Above all, it pos-

sesses its own special flavor. Like coffee, maté has a high level of caffeine and can become addictive if drunk in large quantities.

The above paragraph begins by mentioning coffee drinking in the United States. But this sentence serves strictly to introduce the topic "drinking maté." To make sure that readers move smoothly from the point of sentence 1 to the new point in sentence 2, the author provides a transition, in this case the word *but*.

As you know from Chapter 1, transitions are verbal bridges that writers use to help readers connect ideas. Although they can indicate different kinds of relationships, the transitions described here always signal a reversal or change of some sort. They tell the reader to be prepared for a change of direction in the author's train of thought.

Here's another example of a paragraph that uses a transition to introduce the topic sentence. Only in this case, there are two introductory sentences instead of one, and the transition is *however* rather than *but*. Note, too, that the transition does not have to be the very first word in the sentence.

Introductory sentences

Transition Topic sentence

The Chinese were the first to sight Halley's comet, in the third century B.C. *In the fourteenth century, the Florentine painter Giotto put the whirling ball of light into one of his paintings, while in the sixteenth, William Shakespeare mentioned it in two of his plays.* **It was not until the eighteenth century, however, that the comet was accurately identified by Edmund Halley (1656–1742), an English astronomer.** While studying what seemed to be the appearance of three different comets, Halley realized that there might be only one comet that appeared every seventy-six years. As a result, he predicted that the comet would return in 1758. He was right, and the comet reappeared. From that time on, it bore his name. Unfortunately, Halley died before he could see his prediction come true.

In the above example, the author opens with some references to early appearances of what we now know to be Halley's comet. But the point of the paragraph is not to tell readers about the comet's first sighting or early references to it in painting and drama. The point is to tell readers how the English astronomer Edmund Halley first identified and named the comet. To make sure that readers get that point, the author signals to readers with the word *however* that the paragraph is taking a new turn.

Before going on to the exercise, here is one more example. Only this time, the transition is an entire sentence rather than a single word.

Introductory sentence
Transition
Topic sentence

Most Americans are accustomed to thinking of lie detectors as foolproof—as machines that can, without error, separate the guilty from the innocent. **But in fact, nothing could be further from the truth.** Lie detectors can and do make mistakes. For one thing, the people who administer the tests are not necessarily experts. Many states do not employ licensed examiners who have been trained to read and interpret the lie detector's printout. In addition, many subjects react to a lie detector test by becoming anxious. As a result, their bodies behave as if they were lying even when they are telling the truth. Unfortunately, some subjects are smart enough to use relaxation techniques or tranquilizers to maintain the appropriate calm, even when they are telling a string of lies.

The opening sentence of this paragraph introduces a conventional notion about lie detectors: They are foolproof. The second sentence, a transitional sentence, paves the way for a reversal of the author's initial point: "But in fact, nothing could be further from the truth." The real main idea then appears in the third sentence: "Lie detectors can and do make mistakes." All the remaining sentences serve to illustrate this point.

Transitions That Signal a Reversal or Modification

Be that as it may
But
Even so
However
In contrast
Nevertheless
Nonetheless
Nothing could be further from the truth
On the contrary
On the other hand
Still
That fact notwithstanding
Unfortunately
Yet



Expanding Your Horizons

For a 1910 picture of Halley's comet, go to http://168.229.236.12/stein/halley1910.html.

EXERCISE 4

DIRECTIONS Read each paragraph. Then identify the topic and topic sentence. If the topic sentence is introduced by a transition,

please circle that transition. *Note:* Remember that an entire sentence can function as a transition. However, not every topic sentence in this exercise is introduced by a transitional word, phrase, or sentence.

EXAMPLE [1]Until the beginning of the twentieth century, it was generally believed that the U.S. Supreme Court would never take an interest in state criminal trials. [2](However), the Supreme Court began asserting its authority over state trials when a black man named Ed Johnson was unfairly tried, convicted, and lynched for a rape committed in Chattanooga, Tennessee. [3]Although several witnesses placed Johnson miles away from the scene of the crime, he was found guilty by a racist jury. [4]Upon hearing talk of Johnson's case and the injustice that had been done, a black lawyer named Noah Parden decided upon a daring move and took Johnson's case to the Supreme Court. [5]To everyone's surprise, the court ordered a stay of execution and a new trial. [6]Unfortunately, the sheriff of Chattanooga, Joseph Schipp, a member of the Ku Klux Klan, let Johnson be lynched, incorrectly assuming that the Supreme Court would not punish him for flouting* its orders. [7]But when the court discovered what Schipp had done, the justices tried the sheriff for contempt. [8]Although Schipp got away with a light sentence, from that point on, it was clear that the Supreme Court of the United States could and would intervene in state criminal trials.

Topic a. Joseph Schipp
(b.) the Ed Johnson case and the Supreme Court
c. the Supreme Court's role in the history of Tennessee

Topic Sentence 2

EXPLANATION The paragraph opens by explaining that, at one time, no one believed the Supreme Court would intervene in state criminal trials. But this is not the point of the paragraph. The real point is how the Supreme Court eventually became involved in crimes prosecuted by the state. This idea appears in sentence 2, the topic sentence of the paragraph. To help readers make their way from the introduction to the main idea, the topic sentence opens with the transition *however*.

1. [1]Because of years of restrictions on hunting, the wild deer population in the United States is higher than ever. [2]These regulations,

* flouting: showing contempt for or disregarding.

which include bans on hunting in many places and strict limits on the number of deer killed, have allowed the animals to thrive. [3]Their rate of reproduction, too, has contributed to the large population. [4]One doe usually gives birth to twins every year. [5]Furthermore, reduced numbers of natural predators such as wolves, along with a series of mild winters, have resulted in a lower mortality rate. [6]Deer have also managed to adapt successfully to human destruction of their habitats. [7]Even when forests are cut down, deer manage to find enough food and shelter in the remaining vegetation. [8]They also venture into the new suburbs that replace their woodland home, causing deer–vehicle accidents to increase significantly. [9]Deer also damage crops and gardens and wipe out plant species. [10]Because hunters help reduce deer overpopulation and its effects, suburban residents who used to disapprove of hunting now appreciate the positive benefits of keeping deer populations under control.

Topic a. hunting restrictions on deer

b. deer overpopulation and its effects

c. deer and wolves

Topic Sentence _____

2. [1]Visitors to New Orleans's famed French Quarter quite naturally expect to hear a good deal of French spoken. [2]However, they are in for a surprise. [3]Although the French Quarter—like most of New Orleans—prides itself on its French heritage, Italian and Spanish are the two languages most frequently heard as a visitor strolls its historic streets. [4]That's because thousands of Italians, mostly Sicilians, migrated to New Orleans in the late nineteenth century. [5]By the early 1990s, the French Quarter had evolved into an Italian neighborhood. [6]More recently, the Quarter has seen the arrival of immigrants from Honduras, and the area now houses a huge Spanish-speaking population. [7]The dominance of these two ethnic groups has combined to make French—and even English—a minority language.

Topic a. Spanish in the French Quarter

b. the languages of the French Quarter

c. the arrival of immigrants from Honduras

Topic Sentence _____

3. [1]Research in learning suggests that getting good grades depends more on effective study skills than on a high IQ. [2]Whereas students with high grades prepare for exams in advance, reviewing their notes periodically, students with poor grades wait until the last minute and then cram. [3]Unfortunately, cramming does not produce the desired results. [4]Students with high grades organize their time, planning when they will complete their assignments, while students with low grades ignore schedules and hope they will finish their work on time. [5]Unfortunately, time usually runs out, and they don't get the work done.

Topic a. time management
b. getting good grades
c. students with high IQs

Topic Sentence _____

4. [1]Westerners visiting India are often astonished by the sight of stray cows wandering in and out of markets or browsing in carefully cultivated gardens, a seeming nuisance to the local populace. [2]But in parts of India, cows in public places are not unwanted intruders; if anything, they are considered sacred, and their presence is encouraged. [3]There are regions where cows are free to gather at the edges of highways even if they occasionally produce traffic snarls. [4]Cows are permitted to wander along railroad tracks and allowed to munch on grass in the middle of busy intersections. [5]In some areas, younger cows are decorated with garlands of flowers and treated like members of the family. [6]Even the older ones are well taken care of and boarded in homes especially designed for aging cows.

Topic a. India
b. old cows in India
c. cows in India

Topic Sentence _____

5. [1]The director George Romero has made a number of horror films. [2]But none of George Romero's films has ever achieved the fame won by *The Night of the Living Dead,* perhaps the most terrifying of all horror films. [3]Made on a low budget with inexperienced actors, the film tells the story of technology gone wrong. [4]Radiation in the atmosphere has caused the dead to come back to life and attack

the living. [5]Not only have the dead come back to life, they have become cannibals as well. [6]Even worse, the living corpses are practically indestructible. [7]Only a bullet through the head can stop them, a discovery not made until the film is half over and the audience has been properly horrified. [8]Not surprisingly, Romero's film has become a cult classic, and true horror fans know the dialogue by heart.

Topic a. George Romero

b. horror movies

c. *The Night of the Living Dead*

Topic Sentence _____



Two-Step Topic Sentences

Until now, you have worked strictly with main ideas expressed in a single topic sentence. However, sometimes writers don't put the main idea into a single sentence. Instead, they introduce parts of the main idea in two different sentences. It's the reader's job to combine those sentences into one topic sentence that could effectively sum up the paragraph. Here, to illustrate, is a paragraph in which the reader has to combine two different sentences in order to create one complete topic sentence.

> [1]At one time, the right brain was regarded as the "minor" hemisphere.* [2]However, we now know that it has its own special talents. [3]The right hemisphere is superior at recognizing patterns, faces, and melodies. [4]It is also involved in detecting* and expressing emotion. [5]The right brain is also better than the left at visualization skills, such as arranging blocks to match a pattern, putting together a puzzle, or drawing a picture.

The first sentence introduces the topic of the paragraph, "the right brain." However, sentence 1 is clearly *not* the topic sentence. The paragraph does not focus on the right brain's role as a "minor" hemisphere. Sentence 1 is an introductory sentence. It merely paves the way for sentence 2, which introduces the main idea of the paragraph: "The right brain has its own special talents."

* hemisphere: one side of the brain.
* detecting: finding, discovering.

Notice, however, that the second sentence uses the pronouns *it* and *its* to refer to the right hemisphere. Thus, as it is, sentence 2 can't be used to sum up the point of the paragraph. For sentence 2 to be an effective topic sentence, the *it* would have to be named. Then the sentence could be used to summarize the paragraph.

In order to create a topic sentence that summarizes the paragraph, you need to combine the topic from sentence 1 with the point of sentence 2: "We now know that the right brain has special talents of its own." In the absence of a single topic sentence written by the author, this topic sentence—constructed by the reader—neatly sums up the main idea of the paragraph.

Before constructing your own topic sentences in Exercise 5, let's look at a slightly more complex version of the same pattern.

> [1]Throughout the 1800s, explorers had dreamed of reaching the North Pole. [2]But it wasn't until 1909 that anyone claimed to have done it. [3]Yet who exactly got there first is still the subject of argument. [4]Dr. Frederick Cook claimed that he had reached the Pole on April 21, 1909, spending two days there until drifting ice forced him to move westward. [5]The world press celebrated Cook's achievement until cables began arriving from Robert Peary, who insisted that he had been the first man to reach the Pole. [6]The controversy continued even after the two men had died. [7]In fact, some historians insist that both claims lacked the appropriate proof and therefore cannot be honored. [8]They propose instead that Richard Byrd was the first man to arrive at the North Pole in 1926. [9]Russian historians, however, dispute any such claims. [10]They insist that the Russian scientist Otto Schmidt was the first person to ever set foot at the North Pole.

To create a topic sentence that would sum up this reading, you need information from sentences 1 and 3. By themselves, neither can be used to summarize the paragraph. Combine them, however, and you construct a topic sentence that works quite nicely: "Who exactly got to the North Pole first is still the subject of argument."

Sentence 2 works mainly as a transition to help you move smoothly from 1 to 3. Yet if you wanted, you could also use it as part of the topic sentence: "Although it wasn't until 1909 that anyone claimed to have reached the North Pole, exactly who got there first is still the subject of argument."

Although main ideas are often summed up in a single sentence, they don't always come that way. If a paragraph doesn't yield up a topic sentence, double-check to see if combining sentences won't supply you with one that you can write in the margins or include in your notes.

EXERCISE 5

DIRECTIONS For each of the following paragraphs, you need to combine two different sentences into one topic sentence. In the blank at the end of the paragraph, write the numbers of the two sentences you used to create the topic sentence. Then write the topic sentence on the blank lines.

EXAMPLE [1]As a relatively young man, Bela Lugosi became rich and famous. [2]Taken by his performance as the blood-drinking Count Dracula, audiences willingly paid to see his particular brand of elegance and evil. [3]But all that changed as Bela Lugosi grew older. [4]When he died, he had nothing left of his earlier fame and fortune. [5]Because Lugosi had become so closely identified with the figure of the count, producers were hesitant to cast him in other roles. [6]In addition, his thick Hungarian accent, so effective in *Dracula*, was a handicap for other parts. [7]As a result, Lugosi was reduced to making ridiculous, low-grade thrillers like *Bela Lugosi Meets a Brooklyn Vampire* and *Mother Riley Meets the Vampire*. [8]By the mid-fifties, Lugosi was all but forgotten by Hollywood and his fans. [9]By 1956, he was dead, a victim of drugs and drink. 3 and 4

Topic Sentence *When he died, Bela Lugosi had nothing left of his earlier fame and fortune.*

EXPLANATION Sentence 4 expresses the point of the paragraph but that sentence doesn't mention Lugosi's name. To create a complete topic sentence that could sum up the paragraph, we needed to combine sentences 3 and 4.

1. [1]Who was Will Rogers? [2]He was the cowboy-philosopher who won America's heart in the 1920s. [3]Born in Oklahoma, Rogers began his career in 1922 on stage with the Ziegfeld Follies* playing a rope-twirling cowboy-comedian. [4]Soon his widely quoted wisecracks about the American political scene made him famous nationwide. [5]The public loved the way he made fun of politicians: [6]"I am not a member of any organized party—I am a Democrat." [7]By the time he died in a plane crash in 1935, Rogers had made more than twenty films, and quotes from his newspaper column had appeared on the front page of the *New York Times*. _____

* Ziegfeld Follies: musical-comedy shows that were produced annually between 1907 and 1931.

Topic Sentence _____

2. [1]In the nineteenth century, Margaret and Kate Fox gained fame and fortune from their supposed ability to communicate with the dead. [2]Unfortunately for their fans, the two charming young sisters were impostors. [3]Traveling throughout America and Europe, Margaret and Kate would ask questions of the spirits, and the spirits would reply. [4]They would rap once for "no" and three times for "yes." [5]The public was impressed and paid high prices to see the Fox sisters chat with the dead. [6]However, the mysterious raps came from the sisters, not the spirits. [7]Both Margaret and Kate could crack the joints of their toes and ankles at will. [8]They did so every time they needed an answer from the spirit world. _____

Topic Sentence _____

3. [1]On December 21, 1988, Pan Am Flight 103 took off from London at 6:00 P.M., bound for New York. [2]Tragically, the flight never arrived; instead, it ended in an act of airborne terrorism* that horrified the entire world. [3]Less than an hour after takeoff, the 727 jet was blasted apart some thirty-one thousand feet over Lockerbie, Scotland, a small town with a population of fewer than 3,000. [4]No one survived the crash. [5]Investigations following the explosion revealed that since November of 1988, the German, British, and American governments had advised airlines to take special precautions against the possibility of a bomb being hidden in airline luggage. [6]An investigation of the crash wreckage revealed that the flight had been brought down by a plastic bomb hidden inside a radio and tape-cassette player. _____

Topic Sentence _____

4. [1]For more than twenty years, Billy Tipton was a popular jazz musician, who played both the saxophone and the piano. [2]Billy Tipton, however, had a secret. [3]In reality, the jazz musician whom everybody thought was a man was actually a woman. [4]Although Tipton has

* terrorism: acts of violence committed to accomplish a political goal.

been dead for close to a decade, no one really knows why she posed as a man. [5]It's generally believed that she was desperate to pursue a career in jazz and assumed that as a female she would be excluded from what was then an almost exclusively male world. [6]What is known is that Tipton went to great lengths to keep her "secret." [7]She married three times and adopted three sons, always claiming that an injury kept her from having normal sexual relations. [8]As she got older, Tipton's health was poor, but she refused all medical care, probably because she feared the truth would come out. [9]Sadly, Tipton's anxiety about revealing her gender may have contributed to her death. [10]She died of a bleeding ulcer in 1989. [11]Had she sought medical care for her condition, her death could have been avoided with proper treatment. _____

Topic Sentence _____

Learning to Paraphrase

Right after you finish reading a paragraph, it's easy to assume you've understood it because the author's words are still fresh in your memory. However, the real test of your understanding is whether you are able to **paraphrase** the topic sentence. To paraphrase means to express someone else's ideas in your own words. If you can express the topic sentence in words of your own, you can be sure that you've understood the paragraph.

For an illustration of paraphrasing, compare the following passages:

Original

In a study at the University of Pittsburgh, researchers tried to explain why underachievers, people who don't live up to their ability, are more likely to fail than achievers. According to the study, underachievers fail because they lack persistence in the face of a challenge.

Accurate Paraphrase

Researchers at the University of Pittsburgh have been trying to discover why some people don't live up to their ability while others do; the results of their research suggest that underachievers are more likely to give up when faced with a challenge.

The paraphrase is accurate because it uses different language to say the same thing the author says. That is, both the original and

the paraphrase contain the same two ideas—(1) that researchers conducted a study of underachievers, and (2) that some people don't achieve because they give up in the face of a challenge.

Let's look now at an example of an inaccurate paraphrase:

Inaccurate Paraphrase

> A researcher at the University of Pennsylvania has been studying underachievers. His research suggests that underachievers fear failure and therefore give up too easily.

The author of this paraphrase didn't pay enough attention to the original passage. The original group of researchers has become a single person, and the location of the study has changed. In addition, the author of the inaccurate paraphrase has invented a reason why underachievers give up: they fear failure. Fear of failure may well be why underachievers give up, but that idea is not part of the original passage.

The following exercise will help you practice paraphrasing and give you a chance to review what you've learned so far about identifying topics and topic sentences.

Exercise 6

DIRECTIONS Read each paragraph. Circle the letter of the topic and write the number of the topic sentence in the blank. Then circle the letter of the sentence that better paraphrases the topic sentence. *Note:* There are no two-step topic sentences in this exercise.

EXAMPLE [1]The author of *Interview with a Vampire* is not a writer who chooses to hide from her fans. [2]While admirers can't just walk up to the door of Anne Rice's New Orleans home and expect a private meeting, she provides many opportunities for readers to tell her what they think. [3]Rice maintains a separate phone line for fan messages, with an answering machine on constant duty. [4]She also holds an annual costume ball at her mansion that's open to the public. [5]Tickets are first sold to members of Rice's fan club, and then go on sale at the novelist's favorite bookstore with profits going to the clubs. [6]Perhaps the easiest way to exchange a word with Rice is to attend one of her long, chatty book signings. [7]When a new novel is published, Rice routinely travels across the country and autographs copies at lengthy signing sessions that last nine or ten hours at hundreds of locations. [8]As a bonus, she provides an original drawing in books bought by the first and last person in line.

Topic a. the horror novels of Anne Rice
b. horror novels
(c.) Anne Rice's relationship with her fans

Topic Sentence 2

Paraphrase (a.) Anne Rice has many different ways of keeping in touch with her fans.
b. Anne Rice never gets tired of signing her books, and she will spend hours autographing her books.

EXPLANATION In this paragraph, almost every sentence mentions Anne Rice's relationship to her fans. Therefore, **c** is the best answer for the topic. Of all the sentences in the paragraph, only sentence 2 could be used to sum up the point of the paragraph, which discusses the many different ways Rice makes contact with her fans. Of the two paraphrases, only answer **a** effectively rewords the topic sentence. The topic sentence refers to the many different "opportunities" Rice creates to keep in touch with her fans. It does not limit those opportunities to book signings.

1. [1]In the past, scientists and engineers controlled much of the content on the Internet, and they were the ones who had access to its information. [2]Today, though, almost anyone with a computer and sophisticated, but easy-to-use, software can explore the Internet and discover a treasure trove* of bizarre information. [3]Spam lovers, for example, can read poems about their favorite luncheon meat on several Web sites created for that purpose. [4]Lip balm addicts can learn about the history of Chap Stick and share tips for kicking their waxy habit on a site called Lip Balm Anonymous. [5]If you've ever been furious when an electric can opener won't work, satisfaction is guaranteed on the Home Appliance Shooting site. [6]Here, a Web enthusiast named Daniel C. Benton presents video footage of toasters, blenders, microwaves, and the like as they are reduced to rubble by shotgun blasts and sledgehammer blows. [7]Other sites offer up-to-date information on alien autopsies, slime molds, guillotines, and gap-toothed movie stars.

Topic a. weird information found on the Internet
b. Spam poems
c. computer technology and the growth of the Internet

Topic Sentence _____

* treasure trove: a discovery of great value.

Paraphrase a. Nowadays it's easy to gain access to the Internet and discover a host* of odd facts.

b. Scientists and engineers have abandoned the World Wide Web.

2. [1]Microbats, the small, insect-eating bats found in North America, have tiny eyes that don't look like they'd be good for navigating in the dark and spotting prey. [2]But, actually, microbats can see as well as mice and other small mammals. [3]The nocturnal* habits of bats are aided by their powers of *echolocation*, a special ability that makes feeding and flying at night much easier than one might think. [4]To navigate in the dark, a microbat flies with its mouth open, emitting high-pitched squeaks that humans cannot hear. [5]Some of these sounds echo off flying insects as well as tree branches and other obstacles that lie ahead. [6]The bat listens to the echo and gets an instantaneous picture in its brain of the objects in front of it. [7]From the use of echolocation, or sonar, as it is also called, a microbat can tell a great deal about a mosquito or any other potential meal. [8]With extreme exactness, echolocation allows microbats to perceive motion, distance, speed, movement, and shape. [9]Bats can also detect and avoid obstacles no thicker than a human hair. (Adapted from Lawrence Pringle, *Batman: Exploring the World of Bats*, pp. 11–12.)

Topic a. flying animals

b. echolocation

c. microbat eyes

Topic Sentence _____

Paraphrase a. Microbats don't see very well in the dark.

b. Microbats can see better than one might think.

3. [1]From a distance, Mars looks like a burning coal embedded in the black, velvet night. [2]Consequently, the planet has long been called red. [3]However, despite its nickname—the "Red Planet"—Mars's surface, on closer inspection, is actually more brown than red. [4]In fact, photos from U.S. spacecraft show that Mars seems to be bathed in fall shades of rust and brown. [5]Furthermore, thanks to the presence of iron, the rocky soil is the color of dark brown clay. [6]Mars's surface also contains some irregular greenish patches, which further contribute to the planet's brownish hue.*

* host: a large number.
* nocturnal: occurring at night.
* hue: color.

Topic a. U.S. spacecraft
b. astronomy
c. the color of Mars

Topic Sentence ____

Paraphrase a. Mars looks like a red coal burning in the sky.
b. Although Mars is called the "Red Planet," it's actually reddish-brown.

4. [1]Keeping an open mind is the key to Zen Buddhism, an ancient Japanese religion that promises a deeper understanding of the world through meditation. [2]Even longtime followers of Zen strive to stay in a mental state that Zen masters call "the beginner's mind." [3]To practice Zen Buddhism, teachers say, your mind must be empty so it is ready for anything and open to everything. [4]While many other religions stress a strict set of moral codes, Zen's teachings are not passed on in sacred texts, guidelines for behavior, or prayers. [5]Instead, Zen students are instructed to sit calmly, concentrate on their breathing, and let their thoughts run freely. [6]Zen devotees* believe this relaxed state of mind is crucial to achieving an open mind ready to accept the meaning of life. [7]Such insight is supposed to arrive in blinding flashes, when the person who is meditating least expects it.

Topic a. Zen Buddhism and the open mind
b. the sacred texts of Zen Buddhism
c. longtime followers of Zen Buddhism

Topic Sentence ____

Paraphrase a. For the followers of Zen Buddhism, keeping an open mind is essential to understanding the world.
b. Students find it easy to learn Zen Buddhism, which is one reason why the religion is gaining many new followers.

5. [1]Hackers,* those tricky computer wizards, have pulled off some astounding crimes in recent years. [2]As a rule, hackers get their kicks by breaking into computer systems, damaging files, and stealing in-

* devotees: followers.
* hackers: The term "hackers" refers to very skillful and devoted computer users. However, the term can have a positive or negative meaning depending on the context.

formation. [3]They often target phone companies or computer systems that store credit card numbers and other valuable items. [4]One of the most notorious hackers, Kevin D. Mitnick, stole software valued at $1 million from a company called DEC. [5]The crafty Mitnick also lifted 20,000 credit card numbers from an online service and sneaked into a California motor vehicles database.* [6]Another infamous hacker, Robert Tappan Morris, launched a program on the Internet that copied itself endlessly, filling the memories of 6,000 computer systems—at the time, about one-tenth of the Internet. [7]Because of Morris's program, machines crashed at major businesses, schools, the U.S. government, the air force, and NASA.

Topic a. the Internet
b. Kevin D. Mitnick
c. computer hackers

Topic Sentence _____

Paraphrase a. Computer hackers often go unpunished for their crimes.
b. In the last few years, hackers have used computers to commit some major crimes.

EXERCISE 7

DIRECTIONS Read each paragraph. Circle the letter of the correct topic and write the number of the topic sentence in the blank. Then paraphrase the topic sentence on the blank lines.

EXAMPLE [1]Whether military or civilian, most professional training programs stress the importance of self-confidence. [2]Believe in yourself and you will succeed. [3]But, in some cases, the opposite is true. [4]There are people whose success stems not from self-confidence but from feelings of failure. [5]Feeling inadequate, they push themselves harder and harder, forcing themselves to achieve. [6]In this way, failure becomes, paradoxically,* a source of success. [7]At least this was the view of the famed writer and critic Edmund Wilson. [8]As examples, Wilson cited the philosopher Karl Marx and the poet Edna St. Vincent Millay, two people driven to succeed by a sense of inadequacy and failure.

* database: a collection of information arranged and organized for easy access; usually used in reference to computers.
* paradoxically: the opposite of what one might expect.

Topic (a.) success and fear of failure
b. Karl Marx and Edna St. Vincent Millay
c. military and civilian training programs

Topic Sentence 4

Paraphrase *Fear of failure sometimes drives people to succeed.*

EXPLANATION The topic is "feelings of failure." That's the subject to which the author repeatedly refers. Karl Marx and Edna St. Vincent Millay are mentioned only once, as are military and civilian training programs. Sentence 4 is the topic sentence. It sums up the point of the paragraph. As it should, the paraphrase makes the same point as the topic sentence but uses different words.

1. [1]Leonard Holmes, a Virginia psychologist, never personally sees the people he counsels about bad marriages or difficult children; all of his therapy sessions are conducted via computer. [2]When Holmes wants to offer advice to a frustrated husband or mother-in-law, he logs onto his computer terminal and starts typing. [3]On a typical day, in response to questions about loneliness, job stress, dating woes, and alcohol abuse, Holmes sends out a flood of electronic mail. [4]Clients seek his help using a modem and a mouse, and thereby avoid the embarrassment that can accompany a face-to-face appointment. [5]Although patients may remain anonymous, the psychologist details his professional background and includes a photo of himself at his site on the World Wide Web. [6]Holmes's site begins with a home page divided into broad categories such as depression, relationships, phobias, and eating disorders. [7]There's no place to point and click for payment, however; Holmes's clients mail him checks only if they're satisfied with sessions in cyberspace.*

Topic a. the life of Leonard Holmes
b. how Leonard Holmes conducts therapy
c. using computers in business

Topic Sentence ____

Paraphrase _____

* cyberspace: describes the computerized world of the Internet and the world created by computers in general.

2. [1]*Kabuki* is a popular form of Japanese theater. [2]It began several centuries ago and remains an important part of Japanese culture today. [3]For this reason, many westerners who visit Japan make it a point to see at least one kabuki performance. [4]Although western visitors usually report that the kabuki spectacle is dazzling, they are often puzzled by the tradition of the *onnagata,* a male actor who specializes in playing female roles. [5]At one time, there was talk that the tradition of the *onnagata* should be abandoned and women should be allowed to play women, but that idea has been rejected. [6]The *onnagata* remains a staple* of the kabuki performance. [7]In some cases, an *onnagata* can become wildly popular and be treated the way rock musicians or movie stars are treated in the United States.

Topic a. the history of kabuki theater

b. the tradition of the *onnagata* in kabuki

c. the influence of the West on Japanese theater

Topic Sentence _____

Paraphrase _____

3. [1]Before her death from cancer in 1952, Maria Eva Duarte, the wife of dictator Juan Perón, was a powerful figure in her own right. [2]Called "Evita" by the people of Argentina, Eva Perón was adored by the poor, who firmly believed that she had their interests at heart despite all evidence to the contrary. [3]As the wife of the president, Evita traveled around the country handing out small sums of money to anyone who reached out a hand. [4]Warmed by such seeming generosity, the poor people of Argentina did not begrudge Evita the huge sums of money she spent on her wardrobe, jewelry, and travel. [5]Although Evita was fond of starting spectacular housing projects that were supposed to benefit the people who adored her, she usually lost interest in the projects before they were completed. [6]Nevertheless, Evita Perón's personal charm seemed to protect her from the anger of those she neglected and disappointed.

Topic a. Evita Perón

b. Argentina

c. Juan Perón

* staple: essential material or element.

Topic Sentence _____

Paraphrase _____

4. [1]In 1871, the *New York Herald* sent Henry Morton Stanley to Africa in search of David Livingstone, the English missionary.* [2]Stanley faced sickness, unfriendly natives, and starvation to find the missionary and win himself a reputation as one of the bravest men in the world. [3]Since that time, history books have emphasized the heroic side of Henry Stanley's personality, but Stanley was by no means always a hero; on the contrary, he could be both cruel and dishonest. [4]When his real adventures were questioned or greeted with skepticism, he made up fantastic stories that were little more than outright lies. [5]Like most men who had suffered a great deal, he considered the world a dangerous battleground where only the strongest and most brutal could survive. [6]To protect himself, he used violence the way other people raise their voices. [7]Anyone who didn't obey orders or who seemed to be a threat was beaten or shot.

Topic

a. David Livingstone

b. missionaries in Africa

c. the unheroic side of Henry Morton Stanley

Topic Sentence _____

Paraphrase _____

5. [1]How could the stunning attack on Pearl Harbor have happened? [2]After all, American cryptanalysts* had broken the Japanese diplomatic code. [3]Although the intercepted Japanese messages told policymakers that war lay ahead, the intercepts never revealed naval or military plans and never specifically mentioned Pearl Harbor. [4]Roosevelt did not, as some critics charged, conspire to leave the fleet vulnerable to attack so that the United States could enter the Second World War through the "back door" of Asia. [5]The base at Pearl Harbor was not ready—not on red alert—because a message sent

* missionary: a person who goes to foreign countries to do religious or charitable work.

* cryptanalysts: people who study codes.

from Washington warning of the imminence of war had been too casually transmitted by a slow method and had arrived too late. [6]Base commanders were too relaxed, believing Hawaii too far from Japan to be a target for all-out attack. [7]Like Roosevelt's advisers, they expected an assault at British Malaya, Thailand, or the Philippines. [8]The Pearl Harbor calamity stemmed from mistakes and insufficient information, not from conspiracy. (Norton et al., *A People and a Nation*, p. 774.)

Topic a. The Second World War

b. Japan's diplomatic code

c. The attack on Pearl Harbor

Topic Sentence _____

Paraphrase _____

■ End-of-Chapter Reading 4

DIRECTIONS In longer, multiparagraph readings, writers need to include a main or central idea that ties all the paragraphs together. It follows, then, that readers need to look for the main idea of an article or essay if they want to make sense of its parts. After you finish reading the following selection, choose the statement that most effectively sums up the main idea of the entire reading.

THE HEALING POWERS OF MOTHER NATURE

1 In the late 80's and early 90's, "wilderness therapy" was heralded as a new and innovative way of dealing with teenage delinquency. Teenagers who exhibited severe anti-social behavior were sent by their parents or sentenced by judges to programs that offered psychological therapy in an outdoor setting. Although the programs varied in location, staffing, and method, they all espoused a similar philosophy—that learning how to survive in the wild could help young men and women become more mature and responsible in their behavior.

2 The idea seemed like a good one until several kids died in Utah-based wilderness programs that had obviously tested the kids' limits way beyond their endurance. By the mid-nineties, the tide had turned, and wilderness therapy came in for some harsh criticism. What disturbed many was the fact that wilderness therapy was largely unsupervised and unregulated. Just about anyone who wanted to open up a wilderness camp could. Unfortunately, some of the people who did know how to make fires, blaze trails, or pitch camps were ill-equipped to handle the psychological problems of their youthful charges.

3 By and large, however, the laissez-faire* atmosphere that gave the early wilderness programs such a bad name in the mid-nineties has disappeared. Now there are laws, inspections, and accreditation procedures designed to make sure that the programs are properly run. As a result, wilderness therapy has made a spectacular comeback. Currently, there are an estimated thirty-nine wilderness camps all across the country. Judges now regularly assign youthful offenders to programs like the RedCliff Ascent Outdoor Therapy Program in Utah and the Aspen Achievement Academy in Colorado while parents who can afford the hefty fees send their seemingly ungovernable children to wilderness programs

* laissez-faire: unregulated.

like Three Springs, which has twenty-three different "campuses" sprinkled across the South.

4 Wilderness therapy is so popular that it has even spawned a number of "escort services." For a fee, professional escorts solve a problem that stumps most distraught parents: how to get their kids to the wilderness camps, most of which are located in isolated areas far from home. With the parents' approval, the escorts come and whisk the kids away, often in the middle of the night. Whereas the parents might soften at their children's cries and protests, the escorts do not. It's their job to get the kids to the remote locations where they can receive treatment. Generally, they don't let anything interfere with that assignment.

5 Parents who make the trek themselves to deposit their kids often lie about the reason for the journey. They tell the child that they are going on a family camping trip or just stopping off to view the premises of a wilderness camp with no intention of staying. Then, when the counselors take over, the parents disappear. The hope is that upon their return, their child will be transformed.

6 Both methods of getting kids into wilderness programs—with escorts or without—sound pretty horrible. Still, despite the initial terror and deceit, there is some evidence that an extended stay under the tutelage of Mother Nature can have positive effects. Dr. Keith Russell of the University of Idaho has been studying wilderness programs for several years and claims that the "programs do a good job of developing a kid's sense of self." Judge Joseph E. Jackson of the 5th District Juvenile Court of Utah makes much the same point, claiming that most of the kids involved in wilderness therapy have "a real awakening."

7 Although there are positive signs that under the proper supervision, wilderness therapy can help young people become more socially adjusted, there are still incidents suggesting that the approach is not for everyone. In 1999 eight students in the RedCliff Ascent program assaulted their counselors and took off into the wild. It took a four-day search in freezing temperatures to get them back to safety. As writer Charles Siebert expressed in a generally positive article about wilderness therapy programs, there's always the chance that kids sent into the wild might well "come back wilder than before" (p. 56). (Sources of information: Betsy Carpenter, "Taking Nature's Cure," *U.S. News & World Report*, June 25, 1995, pp. 54–58; Elizabeth Gleick et al., "Society: The Call of the Wild," *Time*, June 26, 1995, p. 64; Charles Siebert, "Sentenced to Nature," *The New York Times Magazine*, December 17, 2000, pp. 56–61; http://www.wildernesstherapy.org.)

Main Idea a. Wilderness therapy seemed like a great idea until several kids died while attending a wilderness camp.

b. Wilderness programs would probably be more successful if parents did not stoop to hiring escort services to spirit their kids away in the middle of the night.

c. Because they are now under better supervision, wilderness programs have once again become popular with parents and judges who are determined to improve the behavior of troubled teenagers.

Word Notes: Some Commonly Confused Words

Page 163 of this chapter introduced the word *flouting*, along with a definition, "showing contempt for or disregarding." But there's something else you should know about this word. It is often confused with a similar-sounding word that has a very different meaning, *flaunting*. *Flaunting* refers to the act of showing off or exhibiting shamelessly, as in the sentence "She was fond of flaunting her newfound wealth." Unfortunately, because the words sound so much alike, they are often confused as they are in these two sentences: (1) "Flaunting all tradition, he arrived at the funeral wearing bright colors and a Mouseketeer hat." (2) "Flouting her newly acquired authority, the supervisor told her managers they would need to work late that night and refused to offer them an explanation."

To make sure you know the difference between the two words, fill in the following blanks with the words *flaunt* and *flout*.

1. She wasn't about to _____ her good luck, particularly since her best friend was currently miserable, and she didn't want to make him feel worse.

2. Always a rebel, he liked to _____ the coach's rules every chance he got.

Now write two sentences of your own, with each one illustrating the correct use of *flaunt* or *flout*.

1. _____

2. _____

There are many other words in the English language that sound alike but mean something altogether different. To get a list of both words and definitions, go to http://www.ur.edu/~writing/wweb/conford.htm. Once you are on the site, find the words *allusion* and *illusion*. Read the definitions for both. Then fill in the blanks.*

a. He was under the _____ that having a lot of money was the same as being happy.

b. To show that she was well-informed about Cuban history, the young reporter made several _____ to people like José Martí and Tomas Estrada Palma.

Test 1: Reviewing the Key Points

DIRECTIONS Answer the following questions by filling in the blanks or circling the letter of the correct answer.

1. _____ is the first step toward understanding a paragraph.

2. The topic of a paragraph is _____.

3. The main idea of a paragraph is _____.

4. What's the difference between the topic sentence and the main idea?

5. *True* or *False*. The topic sentence is always the first or second sentence in a paragraph.

6. Transitions are _____.

* If you don't have access to the Web, you can also look the two words up in any good dictionary, where they will be defined in a usage note. The benefit of going on the Web is that you will be able to copy the entire list of commonly confused words and use them for reference.

7. What kind of transition frequently introduces the topic sentence of a paragraph?

8. If a paragraph contains a two-step topic sentence, it is up to the reader to _____

_____.

9. To paraphrase means _____

_____.

10. Why is paraphrasing while reading important?

To correct your test, turn to page 640 in the back of the book. If you get an answer wrong, be sure to review the pages indicated in the key, next to the correct answer.

Test 2: Identifying Topics and Topic Sentences

DIRECTIONS Read each paragraph. Then circle the letter of the correct topic and write the number of the topic sentence in the blank.

1. [1]Many educators believe that the Internet will prove to be a powerful tool for learning. [2]However, others are not so convinced. [3]Some teachers are worried about the growing number of Web sites with names like "House of Cheat." [4]In exchange for a fee, these Web sites offer students term papers on everything from the cost of having a baby to the death of Chief Crazy Horse. [5]Although most of these sites include disclaimers* insisting that the papers are not intended to be plagiarized* and submitted under a student name, it's not clear that such disclaimers will totally discourage what amounts to intellectual theft. [6]In the long run, teachers worried about term papers being downloaded from the Internet can only hope that their students are simply too honest to put their names on someone else's work, and that Web sites like the House of Cheat will disappear for lack of interest.

Topic a. the House of Cheat
b. Web sites offering term papers
c. the effect of the Internet on education

Topic Sentence _____

2. [1]At one time it was assumed that the children of divorced parents should be cared for by the mother. [2]But today, many divorced parents prefer joint custody. [3]With joint custody, both parents share all decisions about the child's physical and psychological well-being. [4]They must decide together whether the child should go to summer school, start to date, or get a part-time job. [5]Although in some very hostile divorces, such shared decision making can be a source of continual conflict, joint custody does, for the most part, help eliminate children's anxiety over parental separation.

Topic a. joint custody
b. divorce
c. hostile divorces

Topic Sentence _____

* disclaimers: statements denying responsibility or intention.
* plagiarized: submitted by someone who had not actually done the research or the writing.

3. [1]Daredevil skydivers leap from airplanes at great heights, trusting that training, good equipment, and favorable weather will carry them safely to the ground. [2]Still, skydiving successfully from, say, 9,000 feet involves more than courage and luck; it requires real skill. [3]When a skydiver takes the plunge, he or she begins to free fall, traveling through the air with the parachute tightly packed and no way to control the speed. [4]A good skydiver, however, knows when the time is right to open the parachute and allow its dome-shaped canopy* to blossom into the air. [5]The canopy creates surface resistance and slows the diver's descent. [6]Then it's up to the diver to steer the rig to a landing by pulling on lines attached to the parachute. [7]A truly skillful skydiver also knows how to touch down on his or her feet. [8]Still, millions of landings have been made on the knees or other, more delicate body parts.

Topic a. good and bad landings

b. skillful skydiving

c. daredevil sports

Topic Sentence _____

4. [1]Throughout history, snakes have played a central role in the myths and rituals of different cultures. [2]To ensure a good harvest, the Hopi Indians of the Southwest perform ritual dances with live rattlesnakes in their mouths. [3]To usher in the year of the snake, the Chinese draw human figures with snake heads. [4]Snakes are also found on early American flags. [5]The most famous flag shows a snake coiled in a yellow field. [6]Underneath the figure of the serpent stands the warning, "Don't tread on me."

Topic a. the year of the snake in Chinese culture

b. rituals

c. the role of snakes in myths and rituals

Topic Sentence _____

5. [1]After Columbus discovered the New World in 1492, a host of other explorers set out to claim new lands for their royal patrons.* [2]The English explorer John Cabot claimed Labrador and Newfoundland in what is now called Canada. [3]Also sailing under the English flag

* canopy: a cloth cover held or fastened over a person or object.
* patrons: people who support the efforts or work of others.

was Sir Francis Drake, who claimed the region now known as California. [4]Ponce de León discovered the land now called Florida and claimed it for the Spanish throne. [5]Henry Hudson, sailing for the Dutch crown, claimed the area now known as New York.

Topic a. exploration in the New World after Columbus

b. Ponce de León's discovery of Florida

c. the extraordinary courage of the early explorers

Topic Sentence _____

Test 3: Recognizing Two-Step Topic Sentences

DIRECTIONS For each paragraph, write the number (or numbers) of the topic sentence in the blank at the end. *Note:* At least two of the paragraphs will include a two-step topic sentence.

1. [1]In the early nineteenth century, many runaway slaves sought refuge among Florida's Seminole Indians. [2]As a result, the U.S. government ordered the Seminoles to leave Florida, but they refused. [3]They were encouraged in their rebellions by their most respected leader, Osceola. [4]When Osceola received the government's order, he speared it with a dagger, announcing, "There, this is the only treaty I will make with the whites!" [5]These were not empty words. [6] When government troops arrived to subdue him, they were slaughtered, and war began. [7]For two years, Osceola outwitted his pursuers. [8]But in 1837, he was captured and placed in prison, where he died the following year. [9]The war, however, raged on. [10]Convinced that Osceola had been murdered, the Seminoles were determined to avenge him. [11]Still, by 1842, even the memory of Osceola was not enough to fuel what had become a bloody and hopeless battle. [12]Defeated, the Seminoles were force-marched to Oklahoma.

Topic

a. runaway slaves

b. Native-American history

c. Osceola's leadership of the Seminole rebellion

Topic Sentence _____

2. [1]*Bulimia* is the Greek word for hunger. [2]It is also the name of an eating disorder that afflicts thousands of people. [3]Its victims, usually young women, continue to eat long after their hunger is satisfied, and they keep eating until they feel overcome by nausea. [4]Although bulimics used to hide their disease for fear of ridicule, that is no longer the case. [5]So much has been written about this frustrating disease, no one any longer considers it an amusing subject.

Topic

a. eating disorders

b. bulimia

c. fear of ridicule

Topic Sentence _____

3. [1]The white-tailed deer was one of the first animals to be protected by federal legislation. [2]But as it turns out, unlike the passenger pigeon,

white-tailed deer were not in much need of protection. [3]They have proven to be highly adaptable creatures, and their population has not diminished despite the loss of wooded areas. [4]Like squirrels and robins, white-tailed deer have adapted quite nicely to life on the edge of suburbia. [5]In fact, they are happy to supplement their regular diets with fruits and vegetables from gardens. [6]In addition, many homeowners are fond of these gentle creatures and put out blocks of deer food that help the animals make it through harsh winters.

Topic a. the diet of white-tailed deer
b. life on the edge of suburbia
c. the survival of white-tailed deer

Topic Sentence _____

4. [1]Infants spend most of their days fast asleep. [2]In the period immediately after birth, newborns sleep an average of sixteen hours per day. [3]But the amount they sleep decreases steadily with each passing month. [4]By the age of six months, babies average about thirteen to fourteen hours of sleep per day. [5]By twenty-four months, they average only eleven or twelve hours per day. [6]In short, babies sleep a lot, but the amount of sleep they need decreases over time. (Adapted from Seifert and Hoffnung, *Child and Adolescent Development,* 1993, p. 139.)

Topic a. the habits of newborns
b. the sleep patterns of infants
c. sleep

Topic Sentence _____

5. [1]Today's firefighters battle wildfires with a mixture of science, technology, and old-fashioned physical labor. [2]Some scientists assist firefighters by tracking climatic changes that will affect a fire's spread. [3]Others specialize in studying the behavior of fires, analyzing vegetation types and terrain features to predict the rate and direction of a fire's progress. [4]Technological advancements also aid in the fight. [5]The Global Positioning System can pinpoint the exact location and size of a fire, and sophisticated aircraft assist in tracking and dropping fire-retardant chemicals and water on the fire from the sky. [6]Human muscle, though, is a third essential firefighting ingredient. [7]Crews armed with axes, saws, shovels, and horses still work hard to deter and stop a fire by clearing brush and

creating fire-breaks by digging bushes and cutting down trees. [8]Modern firefighters must use all of the weapons at their disposal—both the new advances and the centuries-old techniques—to battle fire's destructive force.

Topic a. the Global Positioning System

b. the new technology for battling fires

c. battling fires

Topic Sentence _____

Test 4: Recognizing Transitions and Topic Sentences

DIRECTIONS Read each paragraph. Then fill in the blank with the number of the topic sentence. If the topic sentence is introduced by a transition that signals reversal, circle the transition.

1. [1]The widespread use of antibiotics began in the 1940s. [2]Since that time, some diseases—for example, tuberculosis—have developed strains of bacteria that can resist antibiotics. [3]Once a new strain appears, it can spread rapidly. [4]Scientists fear that the overuse of antibiotics in both animals and humans has also helped to destroy other forms of bacteria that would normally help control the newer and stronger strains. [5]Thus people are becoming more vulnerable* to strains of bacteria that cannot be treated effectively with existing antibiotics.

Topic

a. new diseases

b. new and stronger strains of bacteria

c. antibiotic use from the 1940s until now

Topic Sentence _____

2. [1]Prior to the 1970s, the environmental movement in the United States received relatively little attention or publicity. [2]But, for many people, the environmental movement became a force to be reckoned with* on April 22, 1970—the first Earth Day ever celebrated in the United States. [3]On that day, to the surprise of many, twenty million Americans gathered to celebrate the Earth and protest environmental damage. [4]That first Earth Day is also credited with setting into motion the movement for environmental legislation such as the Endangered Species Act and the Clean Water and Air Acts. [5]The first Earth Day also proved to lawmakers and political leaders that the environmental movement had to be taken seriously as a large and dedicated bloc of voters.

Topic

a. environmental legislation

b. the first Earth Day

c. the Clean Water and Clean Air acts

Topic Sentence _____

* vulnerable: capable of being hurt by.
* reckoned with: considered, made aware of.

3. [1]In New York City, the collapse of a building often begins with a faulty foundation. [2]Although many of the buildings in Manhattan are built on a thick slab of bedrock, buildings near the water and in formerly marshy areas like the East Village are not quite so stable. [3]Many balance on great piles of rubble left over from old construction sites. [4]Although the rubble tends to settle over the years and become stable, if the ground is disturbed, say by the demolition of another building, the rubble settles some more. [5]And it doesn't always settle evenly. [6]The East Village is filled with buildings that are just a bit off-kilter because of uneven foundations. [7]Given that New York City was hit by a minor earthquake in 2001, contractors might want to consider whether building on rubble—with all its attendant problems—is really a good idea. (Source of information about faulty foundations: Burkhard Bilger, "The Crumbling Skyline," *The New Yorker,* December 4, 2000, pp. 68–69.)

Topic a. collapsing buildings in New York City

b. New York City building codes

c. earthquake damage

Topic Sentence _____

4. [1]These days, we take spices such as cinnamon, nutmeg, and pepper for granted. [2]To obtain them, we need only head to the nearest supermarket. [3]In the fifteenth century, however, things were very different; spices were a sought-after treasure, bringing wealth and power to whoever could obtain them. [4]Thus, in 1497, King Manuel I of Portugal ordered the young navigator Vasco da Gama to find the shortest route between India and Europe. [5]With India a source of every possible spice from ginger to arrowroot, King Manuel knew he could feed the European appetite for spices and make a fortune in the process if da Gama accomplished his task. [6]Da Gama did find the shortest route between India and Europe, and, for a while at least, Portugal cornered the market on spices and became a world power.

Topic a. spices

b. spices in the fifteenth century

c. King Manuel I

Topic Sentence _____

5. [1]In the past, young South Koreans of marriageable age relied on their parents or a matchmaker to find them a suitable spouse. [2]Nowadays, however, South Koreans in search of a mate are far more likely to turn to a computerized dating service. [3]Unlike dating services in other parts of the world, those in South Korea don't particularly concern themselves with romance. [4]Their goal is to bring together men and women who share the same social and economic backgrounds. [5]Dating services in South Korea also try to match couples according to the year in which they were born. [6]Tradition claims, for example, that a man born in the year of the monkey would not be happy with a woman born in the year of the tiger. [7]Thus, no respectable dating service would bring together two people born under such incompatible signs.

Topic a. dating services in South Korea

b. romance in South Korea

c. the decline of matchmaking in South Korea

Topic Sentence _____

Test 5: Recognizing an Accurate Paraphrase

DIRECTIONS Read each paragraph. Identify the topic and topic sentence (or sentences). Then circle the letter of the sentence that more accurately paraphrases the topic sentence.

1. [1]Almost as soon as the potato was introduced into Europe, the people of Ireland made it a staple of their daily diet. [2]Historians have estimated, in fact, that at least half of the Irish population relied on the potato for most of their nutritional needs. [3]Consequently, Ireland was the country most affected when the potato blight* hit Europe in 1845. [4]In less than a year, thousands of people died. [5]Some perished from starvation; others—the young and the very old—from diseases that wasted their undernourished bodies. [6]Because of the blight, many of Ireland's poor were forced to abandon their homes and emigrate to other countries.

Topic

a. Ireland in the nineteenth century

b. the potato blight of 1845

c. the nutritional benefits of eating potatoes

Topic Sentence _____

Paraphrase

a. When the potato arrived in Europe, the Irish consumed huge quantities of potatoes.

b. When potatoes grew scarce during the 1845 blight, it was the Irish who suffered most.

2. [1]In 1911, the English explorer Robert Scott set out to explore the South Pole. [2]Unfortunately, he made a fatal error, and his attempt to reach the South Pole resulted in tragedy. [3]When Scott left for the Pole, he carried with him not a team of sled dogs but nineteen small ponies. [4]In contrast to the more widely used sled dogs, the ponies had a hard time navigating the harsh terrain* and could not withstand the freezing cold. [5]Ultimately, the ponies, along with Scott and his entire team, died in their attempt to reach the South Pole. [6]Roald Amundsen, the explorer who beat Scott to the Pole, later attributed his success to his team's use of sled dogs rather than ponies.

* blight: disease.
* terrain: land, ground.

Topic a. exploring the South Pole

b. Scott's fatal error

c. Roald Amundsen

Topic Sentence _____

Paraphrase a. Thanks to his use of sled dogs, Roald Amundsen was the first man to explore the South Pole.

b. By refusing to use sled dogs, explorer Robert Scott doomed his expedition to the South Pole.

3. [1]On September 1, 1914, a twenty-nine-year-old bird named Martha died in the Cincinnati Zoo. [2]Martha was the last known passenger pigeon in existence. [3]Yet in the nineteenth century, there were so many passenger pigeons in America that no attempt was made to protect them through legislation. [4]On the contrary, large-scale pigeon shoots were a popular sport. [5]Often the killing went on for days, long after the hunters' need for food had been satisfied. [6]But in addition to being hunted throughout the nineteenth century, passenger pigeons were finding it harder and harder to locate the wide and uninhabited tracts* of land they needed to raise their young. [7]By the beginning of the twentieth century, Martha the passenger pigeon was all that was left from the huge flocks that had once ranged over the United States, and with her death, the birds became extinct.

Topic a. how passenger pigeons became extinct

b. the life of Martha the passenger pigeon

c. hunting in nineteenth-century America

Topic Sentence _____

Paraphrase a. Martha's lonely, miserable life and death illustrate how horrible it is to confine animals in zoos.

b. At the start of the twentieth century, Martha was all that remained of the huge flocks of passenger pigeons that had once darkened the American skies.

4. [1]In this day and age, we are used to seeing women play sports in pants. [2]But make no mistake, women had to struggle for the right to wear pants on a playing field. [3]For example, the daughter of a

* tracts: areas.

wealthy Boston family, Eleanor Sears, was a magnificent athlete, but skirts always hindered* her attempts to play polo.* [4]Annoyed by a tradition that required women to wear skirts even on the athletic field, Sears decided to challenge it in 1909. [5]Wearing trousers and a jacket, she appeared at the Burlingame Country Club and asked to play polo with one of the teams. [6]Appalled* by her appearance, the American captain ordered her off the field. [7]It wasn't until World War I, when women fought to wear pants for work, that pants on the playing field also became acceptable for females. [8]By 1919, when female runners wore shorts to participate in track events, people raised their eyebrows a bit, but no one ordered them off the field.

Topic a. women's sports

b. Eleanor Sears's achievements in polo

c. women playing sports in pants

Topic Sentence _____

Paraphrase a. Even Eleanor Sears was not allowed to wear pants while playing polo.

b. Women athletes had to fight to play sports in pants rather than skirts.

5. [1]By the time Elizabeth I became queen of England in 1558, her half sister, Mary Tudor, had driven the country into chaos. [2]Mary, who was a Catholic, opposed the way her six-times-married father, Henry VIII, had broken away from the Catholic faith, so she started a new English church and attempted to force Catholicism on England. [3]She put non-Catholics on trial for heresy* and had some of them burned at the stake. [4]Protestants were forced to flee the country, and the queen became known as "Bloody Mary." [5]It was only after Mary died that peace again returned in England. (Armento et al., *Across the Centuries*, p. 459.)

Topic a. the reign of Mary Tudor

b. Queen Elizabeth I, of England

c. Henry VIII's rejection of Catholicism

* hindered: stood in the way of, interfered with.
* polo: a game played on horseback in which players use wooden mallets or sticks to hit a ball.
* appalled: horrified.
* heresy: failure to follow the laws of the Church.

Topic Sentence _____

Paraphrase a. When Elizabeth I took over England's throne in 1558, the country was in chaos, thanks to Elizabeth's half sister, Mary Tudor.

b. Mary Tudor resented her father's decision to break away from the Church.



Test 6: Paraphrasing the Topic Sentence

DIRECTIONS Read each paragraph. Identify the topic and topic sentence (or sentences). Then paraphrase the topic sentence in the blanks that follow.

1. [1]For centuries, people have been fascinated by the legend of Atlantis, the supposedly advanced civilization that mysteriously disappeared into the sea. [2]According to the Greek philosopher Plato, Atlantis was an island located in the Atlantic Ocean, somewhere close to Gibraltar.* [3]In Plato's account, the island sinks in a single day, right after an earthquake strikes. [4]In the eighteenth century, Atlantis was once again a popular subject, and serious attempts were made to prove its existence. [5]Even today, there are claims that Atlantis lies floating on the bottom of the ocean.

Topic

a. Plato's account of Atlantis

b. the legend of Atlantis

c. the search for Atlantis

Topic Sentence _____

Paraphrase _____

2. [1]In the 1992 presidential campaign, MTV started covering politics. [2]At first, many in the media treated the idea of MTV covering presidential campaigns as laughable. [3]However, after candidate Bill Clinton made several appearances on MTV and went on to win a substantial number of youthful voters, everyone—including the mainstream media—began taking MTV more seriously. [4]Living up to its new and more serious image in the 1996 campaign, MTV prepared a series of segments that educated viewers about the campaign issues. [5]It even published a forty-five-page *Voter's Guide,* which was distributed free to young voters. [6]For the "Rock the Vote" project, MTV also aired announcements encouraging young people to register so they could vote. [7]Perhaps the surest sign

* Gibraltar: a peninsula on the south central coast of Spain.

that MTV was being taken seriously was the reaction from competing news organizations. [8]Some of MTV's reporters, like Tabitha Soren and Farai Chideya, were invited to work for more established networks like CNN and NBC. (Adapted from Turow, *Media Today*, p. 283.)

Topic a. the 1992 presidential campaign
b. the media in politics
c. MTV's political influence

Topic Sentence _____

Paraphrase _____

3. [1]The hypothalamus is the part of the brain that helps us register hunger. [2]The hypothalamus monitors* the level of glucose (sugar) in the blood. [3]When blood sugar is low, the hypothalamus causes us to feel hungry. [4]The hypothalamus also monitors fatty substances in the blood. [5]When the fat content falls below a certain level, called a *set point,* the hypothalamus increases our desire to eat. [6]Conversely,* when the fat content of the blood rises above the set point, the hypothalamus decreases the desire to eat. [7]Much like a thermostat regulates heat, the hypothalamus helps regulate the amount of fat in the body. (Adapted from Zick Rubin, Letitia Anne Peplau, and Peter Salovey, *Psychology.* Boston: Houghton Mifflin, 1993, p. 358.)

Topic a. set point
b. the hypothalamus
c. the brain

Topic Sentence _____

Paraphrase _____

* monitors: checks and evaluates.
* conversely: just the opposite.

4. [1]One early theory likened human memory to a muscle that had to be exercised regularly in order to function properly. [2]This theory was eventually replaced by the idea that remembering was like writing, with experience as the pen and the mind as the blank page. [3]But eventually this idea was also rejected. [4]In its place came another theory—that human memory functioned like a complex and well-stocked library catalog. [5]With a key word, you could look up any piece of stored or cataloged information. [6]Over time, that theory has also been discarded. [7]Human memory may, in fact, be too sophisticated and too complex to be explained through any one simile* or metaphor.*

Topic a. theories about human memory

b. writing and memory

c. the memory muscle

Topic Sentence _____

Paraphrase _____

5. [1]As a writer of fiction, Mark Twain* proved himself to be the most perceptive* of men. [2]But as a businessman, he was overly fond of get-rich-quick schemes that usually ended in disaster. [3]Some of those schemes were based on his own inventions, and Twain lost money trying to market pre-gummed scrapbooks and a more efficient pants button. [4]But it was a typesetting machine invented by James W. Paige that almost bankrupted the author. [5]After pouring thousands of dollars into the machine's development, Twain gathered a group of potential investors for a trial demonstration. [6]Shortly after the machine was turned on, the typesetter began to clank ominously.* [7]When a piece of the machine flew out the window, the

* simile: a comparison of two seemingly unlike things that are actually in some way connected. Similes always use the words "like" or "as," e.g., "Her quick response was as sharp as a knife."
* metaphor: a comparison of two seemingly unlike things that do, in fact, share a connection, but the words "like" or "as" do not appear, e.g., "He's a real bear in the morning."
* Mark Twain (1835–1910): nineteenth-century American novelist, author of the novels *Huckleberry Finn* and *Tom Sawyer*, among others.
* perceptive: insightful.
* ominously: threateningly.

would-be investors flew out the door. [8]Still, Twain didn't give up, and he kept on pouring money into new and equally unsuccessful inventions until his losses amounted to almost $20,000, a spectacular sum in the nineteenth century.

Topic

a. Mark Twain's fiction

b. Mark Twain's get-rich-quick schemes

c. the bankruptcy of Mark Twain

Topic Sentence _____

Paraphrase _____

CHAPTER 5

Inferring Main Ideas

In this chapter, you'll learn

- **how important inferences are to daily life.**
- **how to draw inferences in reading.**
- **how to tell the difference between effective and ineffective inferences.**

Until now, all the paragraphs you've studied have had topic sentences. True, the topic sentences may have moved around a bit, but they were always there. Authors, however, don't always put main ideas into topic sentences. Sometimes, they *imply*, or suggest, a main idea, leaving the reader to *infer* it, or figure it out. To make sure that you become skillful at drawing the right inference when you read, Chapter 5 shows you first how to make an inference and then how to evaluate it.

Drawing Inferences in Everyday Life

In everyday life, we make **inferences** all the time. We use what we know for sure to draw conclusions about what's suggested but not stated. Imagine, for example, that while standing in line to see the latest Hollywood comedy, you watch the audience from the previous showing leave the theater. If most people leave smiling and laughing, you are likely to **infer** that they enjoyed the film. However, if you see them muttering and looking annoyed, you are apt to infer that they disliked it. Either way, no one has to tell you how the audience feels. You simply draw an inference, using available evidence to draw a conclusion about something left unstated.

Drawing Inferences in Reading

Just as we draw inferences in everyday life, we must often draw inferences in reading. Although authors—particularly authors of textbooks—rely heavily on topic sentences, they don't *always* use them. Sometimes they supply several clues to the main idea and leave it up to readers to infer the main idea. Look, for example, at the following paragraph:

> As a young man, the British soldier and writer T. E. Lawrence took part in an archaeological expedition in the Middle East. The work fascinated him, as did the land, and he became possessed by a dream: The Arabs would overthrow Turkish rule and take control of their own country. Lawrence sought to make his dream become reality during World War I when the British showed an interest in helping the Arabs revolt. Seeing a chance for Arab independence, Lawrence arranged a meeting between British and Arab leaders. Supplied with British arms and aided by Lawrence's military strategy, the Arabs rose up and captured several major Turkish* strongholds. By 1919, the war was over, and the Turks had been defeated. Thrilled by the Arab victory, Lawrence was sure that his dream of Arab self-rule was about to become reality. But when he was called to the Paris Peace Conference, he learned that the British had no intention of giving up their control of the Middle East.

In this paragraph, the author doesn't supply a topic sentence. Instead, she leaves a trail of clues that helps readers draw the appro-

* In World War I, Britain and Turkey were enemies.

priate inference. For example, she says that Lawrence was obsessed by the idea of the Arabs throwing off Turkish rule. She maintains, too, that when Lawrence saw a chance for his dream to come true, he arranged a meeting between British and Arab leaders. After the Arabs helped defeat the Turks, Lawrence was sure that his dream was soon to become a reality. Based on clues like these, most readers would draw an inference like the following: "T. E. Lawrence was shocked and disappointed when he discovered the British were not going to give the Arabs their independence." In this case, determining the paragraph's main idea is not difficult, despite the lack of a topic sentence. The paragraph supplies enough specific information so that the reader can figure out what general idea the author had in mind.

Here's another paragraph that doesn't have a topic sentence. Read it carefully. Then infer the main idea and write your inference on the blank line at the end of the paragraph.

> Ms. B, a twenty-three-year-old woman, complained of a phobia, or fear, of spiders that she had had for as long as she could remember. She had no history of any other psychiatric* symptoms. In treatment, when first approached with a closed glass jar containing spiders, she breathed heavily, wept, and rated her distress as 70 to 80.* She suddenly began scratching the back of her hand, stating she felt as though spiders were crawling under her skin, although she knew this was not really the case. The sensation lasted only a few seconds and did not recur. Her total treatment consisted of four one-hour sessions distributed over the span of a month. At completion, she had lost all fear of spiders and was able to let them crawl freely about her arms, legs, and face, as well as inside her clothing, with no distress. She remained free of fear at a one-year follow-up exam and expressed disbelief that she had allowed such a "silly fear" to dominate her life for so long. (Curtis, 1981, p. 1095). (Adapted from David Sue, Stanley Sue, and Derald Sue, *Understanding Abnormal Behavior.* Boston: Houghton Mifflin, 1997, p. 136.)

If the sentence you wrote in the blank resembles the following, you drew the correct inference: "Ms. B's treatment for her spider phobia helped her overcome her fear of spiders." What are the clues leading to this inference? First, Ms. B began treatment unable to

* psychiatric: related to the study of the mind and its disorders.
* On a scale of one to one hundred, with one hundred the highest level of distress.

even look at spiders without having a violent reaction. She then underwent four one-hour treatments. By the end of those treatments, she had overcome her fear of spiders. Because the author does not mention any other factors that might have helped Ms. B with her phobia, we can safely assume that the treatment helped her overcome her fears.

Inferences are the conclusions a reader draws about what is unsaid based on what is actually said. When you infer the main idea, your inference should sum up the paragraph as if it were a topic sentence. Keep in mind, too, that *imply* and *infer* are not synonyms as some people seem to think. Writers and speakers are the only ones who can supply the verbal clues to a particular meaning. Readers or listeners are the ones who then infer, or figure out, the meaning that has been implied.

EXERCISE 1

DIRECTIONS Read each paragraph. Then circle the letter of the inference that best expresses the main idea implied by the paragraph.

EXAMPLE An expectant mother has to avoid alcohol. Alcohol in her blood can deprive the fetus of necessary nutrition, and the baby will be born underweight. Research shows that smoking during pregnancy can permanently damage a baby's health. Children of smokers, for example, tend to have more respiratory* infections throughout their lives. Clearly, mothers-to-be who smoke should try to cut back or quit. They should also be careful about the type of exercise they do. Very vigorous exercise should be avoided. During pregnancy, medication must also be carefully monitored. Too often, drugs not harmful to the mother can do serious, if not irreparable* damage to the child. In some cases, even aspirin has proved to be dangerous to the unborn child.

Inference

a. During pregnancy, medication should be carefully monitored because some drugs can do serious harm to the child.

(b.) To have a healthy baby, expectant mothers must take special precautions.

* respiratory: having to do with breathing.
* irreparable: incapable of being fixed or repaired.

EXPLANATION Inference **a** combines information from the last two sentences of the paragraph. However, it does not effectively express the main idea, which includes more than controlling medication for pregnant women. Inference **b** is the better choice because this inference is general enough to sum up all the specific things pregnant women need to avoid.

1. The country of Siberia extends from the Ural Mountains to the Pacific Ocean and embraces more than five million square miles. Although some native Siberians deny that their country is cold, morning temperatures can be as low as 60°F below zero. Layers upon layers of clothing are needed to survive the brutal temperatures. Without them, death by freezing is common. For Russians who volunteer to live and work in Siberia, there are definite monetary rewards. They can increase their salaries by 30 to 40 percent. In addition, foods that are in short supply all over Russia—fruit, fish, and game—are plentiful in Siberia. Nevertheless, the shivering population of Siberia remains small and shows no signs of future increase.

Inference a. Despite the rewards of living in Siberia, the country's cold climate keeps the population from growing.

b. Although some native Siberians love their country, layers upon layers of clothing are needed to survive the brutal temperatures.

2. If you are invited to a Southerner's home for New Year's Day, you are likely to find black-eyed peas on your plate. A Southern superstition claims that eating black-eyed peas, which resemble coins, will bring health and wealth in the new year. You are also likely to find bowls of cabbage and collard greens sitting on the table. Because both vegetables are green, the color of money, they're said to bring prosperity to those who eat them. Next to the peas and the cabbage, there will also probably be a plate of cornbread. The color of gold, cornbread is more insurance that the new year will be a prosperous one.

Inference a. In many southern households, New Year's Day is traditionally celebrated with a meal that is colorful, simple, and nutritious.

b. On New Year's Day, some Southerners like to serve dishes that are traditionally linked with good fortune.

3. When William Shakespeare's *Macbeth* was first performed in the seventeenth century, the boy actor playing Lady Macbeth fell ill and died. It is said that Shakespeare himself stepped in and played the role. In 1703, a performance of *Macbeth* coincided with one of the

worst storms in English history, and the theater was forced to close down. In the 1920s, when Lionel Barrymore* played Macbeth, he received such terrible notices that he never again had the nerve to perform on Broadway. In 1937, a young actor named Laurence Olivier was almost killed during a performance of *Macbeth* when a heavy weight crashed to the floor and missed his head by a few inches.

Inference a. Over the years, Shakespeare's *Macbeth* has been plagued by bad luck.

b. When *Macbeth* was first performed in the seventeenth century, Shakespeare himself stepped in and played the title role.

4. In 1919, the Eighteenth Amendment made drinking liquor illegal throughout the nation. Still, everyone seemed to know a bar where liquor could be purchased. Some who couldn't afford to buy liquor made it in their bathtubs at home. The liquor, which came to be known as "bathtub gin," tasted terrible, but people drank it anyway, even if it made them sick. The Eighteenth Amendment also gave rise to bootleggers—criminals who supplied the country with liquor by smuggling it in from Canada and the West Indies. Not surprisingly, members of organized crime quickly realized that Prohibition* could be a source of tremendous profit.

Inference a. The Eighteenth Amendment put money into the hands of hardened criminals.

b. Many Americans simply ignored the Eighteenth Amendment, and it had little positive effect.

5. Can babies remember sounds heard when they were in the womb? Anthony DeCasper and Melanie Spence (1986) asked pregnant women to read Dr. Seuss's *The Cat in the Hat* to their unborn infants twice a day for the last six weeks of their pregnancies. After birth, the researchers tested the newborns by using a nipple connected to a tape recorder. By sucking in one pattern of short and long sucks, a baby could hear a recording of the mother reading *The Cat in the Hat.* Another sucking pattern produced a recording of the mother reading a different rhyming story. The babies, some only hours old, chose *The Cat in the Hat* most often. (Rubin et al., *Psychology,* p. 222.)

* Lionel Barrymore went on to become a famous film actor.
* Prohibition: the years between 1920 and 1933, when the Eighteenth Amendment was in effect.

Inference a. The research of Anthony DeCasper and Melanie Spence suggests that babies do remember sounds they hear in the womb.

b. Without question, babies remember everything they experience in the womb.

6. To be officially considered a man, a boy in the Yanomamo tribe of South America must compile a record of successful battles. If he is to be taken seriously, his body must be covered with scars by the time he reaches puberty.* Older men, hardened to injury, duel with each other constantly in an effort to prove which man has the greater ability to bear pain. Even women do not escape the custom of tribal violence. Men will frequently prove just how fierce they are by beating, mutilating, or wounding their wives. A wife cannot escape to her family because the husband's behavior is simply part of a long tribal tradition that accepts such violent behavior as natural.

Inference a. Among the Yanomamo, it is the women who suffer the most pain.

b. For the Yanomamo, violence is an accepted part of tribal life.

7. When Howard Hughes, the millionaire inventor and filmmaker, died in 1976, almost no one knew what he looked like. Hughes had not allowed himself to be photographed since 1957. Fearful for his life—despite the lack of any apparent danger—he moved from hotel to hotel, always surrounded by a collection of secretaries and bodyguards who followed his orders without question. Fearful about his health, Hughes is said to have spent the last years of his life covering everything he touched with tissue, lest he become infected by dangerous germs. Anxious to avoid any personal contact, because it might bring him into contact with germs, he spent long hours on the telephone. At first, he relied on the phone to give directions to the people who worked for him. Later, he used it to complain to police that he was being watched. As Hughes's health grew worse, doctors and aides pleaded with him to seek treatment in a hospital. Hughes refused. He believed he could cure himself by following a special vegetarian diet.

Inference a. In his later years, Howard Hughes became a strange and fearful man whom no one really knew.

b. At the end of his life, Howard Hughes was suffering from a mysterious disease that eventually killed him.

* puberty: the age at which human beings become capable of sexual reproduction.

8. In general, children from smaller families—no more than two children—tend to be ambitious in school. They are competitive and enjoy being the center of attention. Children from large families are often not quite so driven to achieve. They do, however, seek out adult independence early in life. In contrast to children who grow up in smaller families, children from large families seem more willing to assume adult responsibilities, even as youngsters.

Inference a. Family size seems to affect personality.

b. Children from larger families are better off than those from smaller ones.

9. The morning after twenty-one-year-old Tiger Woods won the 1997 Masters golf tournament, phones rang at golf courses throughout the United States. Most of the calls came from parents asking the same eager question: "My kid wants to learn to golf. Can you sign him up?" In the months after Woods's Masters triumph, the golfer received hundreds of thousands of letters from youthful golfers, many of them scrawled in crayon or lettered with colored markers. Seemingly overnight, golf camps for youngsters sprang up across the country in record numbers, and national golf associations were swamped by youths' requests for information. Meanwhile, pint-size golf shirts became bestsellers at sporting-goods stores in every state. On the Internet, teens discussed golf courses, players, and equipment in busy computer chat rooms. Youngsters also made it their business to find golf sites and golf bulletin boards on the World Wide Web. The youthful interest inspired by the Masters victory has not abated,* particularly since Woods continues to be golf's reigning king.

Inference a. Tiger Woods and his Masters win sparked a great interest in golf among children and teens.

b. Tiger Woods earned a lot of money after the Masters golf tournament.

10. What's the real truth about lying in America? To answer that question, Bella DePaulo, a psychology professor at the University of Virginia, conducted an experiment with seventy-seven college students and seventy community members. All were instructed to keep a diary listing the lies they told each day, no matter if the falsehoods were major or minor. The participants also were asked questions

* abated: ended, died down.

about their feelings during and after the lies. When the results came in, everyone in the study admitted to lying at least once or twice daily. Lies popped up in 20 to 33 percent of all social interactions, which ranged from brief meetings on the street to long conversations with friends and family. Also, more than 70 percent of the liars said they would tell the same lies again. As far as the liars could tell, only one lie in seven was ever detected.

Inference

a. One study suggests that lying is a fairly common social practice among Americans.

b. Because of a decline in family values, Americans lie more today than they did fifty years ago.



Evaluating Your Inferences

Any time you infer the main idea of a paragraph, you need to make sure your inference is effective. **Effective inferences** are firmly based on statements in the paragraph. They do not contradict or undermine what the author actually says, and they keep the reader in touch with the author's intended meaning. **Ineffective inferences** are based more on the reader's personal experience or common sense than on the author's actual words. Consequently, they often divert readers from the writer's train of thought, leading them to develop a meaning the writer never intended.

For an illustration of both effective and ineffective inferences, read the following paragraph about Joan of Arc. Then compare the inferences that appear at the end of the paragraph.

> Joan of Arc, the national heroine and patron saint* of France, was born in 1412 to a family of poor peasants. In 1425, at the age of thirteen, Joan claimed to hear voices that she believed belonged to the early Christian saints and martyrs.* Four years later, in 1429, those same voices told her to help the king of France fight the British, who were trying to take control of France in the Hundred Years War. When the king believed her story and gave her troops to command, Joan put on a suit of armor and led her soldiers to victory. Yet when Joan was captured by the British in 1430 and tried for heresy and for wearing masculine dress, the French king refused

* patron saint: the saint of a nation, place, activity, or person, who is thought to guard and protect it.
* martyrs: people who choose death rather than give up their religion.

to help her, allowing her to be condemned to death. On May 30, 1431, Joan was burned at the stake, still swearing loyalty to the king of France.

Which of the following inferences do you think more effectively sums up the paragraph?

1. Even though Joan of Arc sacrificed her life to save his throne, the king of France failed to return her loyalty in kind.
2. Although she died swearing her loyalty to the king of France, Joan of Arc must have hated him for his betrayal.

Did you decide that the first inference was more effective than the second? If you did, you are correct. The paragraph definitely supports that inference. It tells us how much Joan sacrificed for the king. It also tells us that when he could have helped her, he did not. Thus, we can safely say that inference 1 sums up the message of the paragraph in the same way that a topic sentence could have.

Inference 2, in contrast, is ineffective and could easily lead the reader away from the writer's train of thought. There is simply no evidence in the paragraph to support the notion that Joan hated the king for his betrayal. True, many readers might well despise someone who betrayed their loyalty as the French king did Joan's. Still, we can't base our inference on what many—or even most—people might feel. We have to stick to the author's words, and that is precisely what inference 2 does not do.

Effective inferences follow from or are based on statements in the paragraph. They do not favor the reader's experience or knowledge over the author's words. Above all, they do not divert the reader from the author's intended meaning. **Ineffective inferences** give more weight to the reader's feelings than they do to the author's words. Thus, they are likely to lead readers astray by encouraging them to create a meaning not intended by the author.

EXERCISE 2

DIRECTIONS Read each paragraph. Then decide which inference more effectively sums up the main idea of the paragraph. Circle the letter of that inference.

EXAMPLE Increasing numbers of Americans are turning to hypnosis to stop smoking or to lose weight. Similarly, arthritis sufferers are using acupuncture, an ancient method of Chinese healing, to gain some relief from their pain. Cancer patients have also been using nontraditional medical treatments like creative visualization to fight their disease. Some cancer sufferers, for example, imagine themselves as huge and powerful sharks. They imagine their cancer cells as much smaller fish that easily fall prey to the larger and more dangerous sharks. Even some businesses are supporting nontraditional medical treatments and encouraging employees to use meditation in order to ward off migraine headaches and high blood pressure.

Inference

a. In the United States, an ever-growing number of people are turning to nontraditional medical treatments that often do more harm than good.

(b.) In the United States, more and more people are turning to nontraditional medical treatments to deal with medical problems.

EXPLANATION The appropriate inference is **b** because all the sentences in the paragraph introduce or explain examples of Americans who are turning to nontraditional treatments. Answer **a** is inappropriate because the author never talks about the failure or the success of those treatments.

1. During World War I, India took the side of Great Britain. After the war ended in 1918, many Indian citizens hoped that Britain would show its gratitude and grant India independence. Instead, the British government enacted the 1919 Government of India Act. This act specified that all matters of local and lesser importance would be controlled by the Indian government. Major policies and decisions, however, would continue to be made by the British. Following the Government of India Act, there was widespread protest throughout most of India.

Inference

a. Following World War I, the British disappointed Indian hopes for independence.

b. Because of their disappointment with the Government of India Act, Indian citizens staged a series of protests that only made matters worse.

2. In the early days of making movies, Westerns were extremely popular, and stars such as Tom Mix and William S. Hart made cowboy life seem dangerous and daring. In the early films, the daily life of a cowboy consisted mainly of shootouts with stagecoach robbers and

cattle rustlers. Meanwhile, in real life, most cowboys were tending sprawling cattle herds under a hot, blazing sun. They didn't use their guns much, and, when they did, it was usually to shoot a coyote or a rattlesnake.

Inference

a. Most of the stars in early Westerns never left the East Coast and knew little or nothing about life on the range.

b. Early Westerns did not offer audiences a realistic view of cowboy life.

3. The drug called cocaine was formally identified in 1855. By the 1870s, surgeons used it as an anesthetic for minor surgery. In the 1880s, it was used to treat opium addiction and alcoholism. The drug came to the notice of the young Sigmund Freud when he read reports of how small doses could restore exhausted soldiers. Trying it out on himself, Freud was enthusiastic, calling cocaine a wonder drug and recommending it to his wife. Freud was so enthusiastic that he prescribed cocaine for a young colleague who was addicted to morphine. The drug, however, did not produce a cure. Instead, the young man began hallucinating wildly. Believing that snakes were crawling under his skin, he committed suicide, leaving Freud both shocked and upset.

Inference

a. Sigmund Freud was sadly mistaken in his early enthusiasm for cocaine.

b. Sigmund Freud never got over the mistake he made when he prescribed cocaine for a colleague who then killed himself.

4. Entrants in the Little Miss of America beauty contest—girls between the ages of three and six—are not asked to pay a fee. However, their parents have to pay about three hundred dollars to have their children's photographs included in the pageant catalog. They also must pay for the singing and dancing lessons that will allow their child to participate in the talent section of the contest. But perhaps even more costly than the lessons are the extensive wardrobes of party dresses that the girls must have in order to participate in the contest and its related functions. Furthermore, traveling expenses for the children and the relatives who must accompany them can easily run into thousands of dollars.

Inference

a. It costs a lot of money to enter the Little Miss of America beauty contest.

b. Little girls should not be encouraged to participate in beauty pageants.

5. On January 30, 1889, young Crown Prince Rudolf of Austria was found shot to death in his hunting lodge on the outskirts of Vienna. Lying next to him was the body of his lover, seventeen-year-old Baroness Maria Vetsera. She, too, had been shot. In the years since that tragic event, some have claimed that Rudolf ended his life because he was depressed over a terminal illness. According to this theory, when Maria found him, she decided to take her life. Others insist, however, that Rudolf was murdered by members of the court who feared his progressive* beliefs would become public policy when the young man came to the throne. According to another theory, Maria and Rudolf entered into a suicide pact when their parents forbade them to marry.

Inference a. Although there are many theories about how Crown Prince Rudolf and Maria Vetsera died, the theory that they were murdered makes the most sense.

b. No one really knows for sure how Crown Prince Rudolf and Maria Vetsera died.

6. It's distressing but true that there are thousands of species of cockroaches living in all kinds of places: at busy schools, under mossy stones, in subway stations, among fallen leaves, at fancy restaurants, in stinky sewer pipes. The cockroach's flattened body makes it easy for the insect to fit into tiny cracks in walls or slip into spaces under objects. In addition, cockroaches are fast runners, with nervous systems that enable them to get moving as soon as they sense danger. Cockroach survival is also aided by long, sensitive antennae that help the insects collect information about their surroundings. In lab experiments, cockroaches have even used those feelers to detect and avoid areas sprayed with poison. Their antennae also ensure that cockroaches can locate food and water. Eating, however, is seldom a problem. To survive, cockroaches munch on a wide variety of substances, including pet food, wallpaper glue, house insulation, and paper. If necessary, the insects can do without food and water for weeks at a time. (Adapted from Ellen Doris, *Insects*, p. 42.)

Inference a. Science will never find a way to permanently destroy cockroaches.

b. Cockroaches can survive just about anywhere.

* progressive: modern, dedicated to change.

7. How do you fight the urge to underachieve? A good starting point is to reflect on messages you received from family and friends while growing up. Did they resent people who experienced career success or were wealthy? Did they tell you to let other children win at games or various contests, because otherwise no one would like you? Do you see how a "fear of success" pattern might develop? Next, learn to showcase your abilities. This might involve volunteering to work on a new project that will allow you to demonstrate your skills. Finally, learn how to sell yourself to people who make decisions about your earnings and your advancement. Don't be afraid to toot your own horn. (Barry L. Reece and Rhonda Brandt, *Effective Human Relations in Organizations*. Boston: Houghton Mifflin, 1999, p. 190.)

Inference a. There are strategies you can use to stop being an underachiever.

b. Underachievers are often afraid that success will make them unpopular.

8. When a huge, menacing tornado starts to spin in the sky, Dr. Robert Davies-Jones—or, as some people call him, "Professor Twister"—jumps into his car and follows it. Using radar to peer into dark clouds and spot furious winds that lift houses and shred property, Davies-Jones analyzes the destruction tornadoes cause. When research centers want an opinion on the meteorological* causes of wind air funnels, severe updrafts, or dangerous winds, Davies-Jones is the person they call. But Davies-Jones also spends part of his time in the field, driving his truck through muddy ditches as lightning sizzles overhead. When the tornado quiets down, Davies-Jones heads for his Oklahoma laboratory, where he keeps high-tech computers, elaborate radio transmitters, sophisticated thermometers, and several sturdy raincoats.

Inference a. Robert Davies-Jones discovered a way to prevent thunderstorms.

b. Robert Davies-Jones is an expert on tornadoes.

9. Are American teenagers mad or glad about computer technology? In a survey of youths ages twelve to seventeen conducted by Princeton Survey Research Associates for *Newsweek* magazine, 89 percent of teens said they use computers several times per week. About 92 percent said they think computers will improve their educational opportunities and create better jobs in the future. The same number

* meteorological: related to the study of the weather.

of teens believes technology will help people live longer and feel happier. Surfing the Internet is a common activity for 61 percent of U.S. teens, and 50 percent said the Internet is as good as a library when they need information. Also, about a third of the teens said the Internet is better than a shopping mall for meeting and hanging out with friends. As final evidence of their wired attitudes, 98 percent of teenagers said technology makes a positive difference in their daily lives.

Inference

a. Some research suggests that American teenagers are enthusiastic about computer technology.

b. Most American teenagers own or use a personal computer.

10. The crackup known as divorce is so commonplace nowadays that many people profess to regard it as no more serious than the common cold. Instead of being treated as an emotional disaster, it is viewed as some sort of liberation,* freeing both husband and wife to seek new partners and new disasters. Even the children are now said to prefer divorce to a "bad marriage." I myself have never seen much evidence to support these indulgent* views. Most of the divorced people I know have not fared much better with their second wives (or husbands) than with their first, and in almost every case, the children have bitterly and helplessly resented the breakup. (Otto Friedrich, *Going Crazy*, p. 173.)

Inference

a. Contrary to what is claimed by some, divorce is usually not a happy or insignificant event in the lives of those it touches.

b. Contrary to what their parents might like to think, the children of divorce are emotionally scarred for the rest of their lives.

> **Reminder:** The inference you draw should sum up the message of the paragraph in the same way a topic sentence would have.

EXERCISE 3

DIRECTIONS Read each paragraph. Then, in the blanks that follow, write an inference that sums up the main idea implied by the paragraph.

* liberation: freedom.
* indulgent: spoiled, pampered.

EXAMPLE During the Middle Ages, the plow was invented. Thanks to that invention, farmers could dig more deeply into the soil with much greater ease. As a result, they could farm more land, using less labor. Another important invention in the Middle Ages was the collar harness. The old yoke harness had worked well with oxen, but it tended to choke horses. With the collar harness, farmers could use horses for agricultural labor, and horses had more stamina* and worked faster than oxen. Thus farmers could work fewer hours yet still cover the same amount of ground. The Middle Ages also saw the invention of the water mill. With water-powered mills, farmers could grind more corn with less effort.

Inference *During the Middle Ages, several important inventions made farming easier and more productive.*

EXPLANATION The paragraph describes three separate inventions that appeared in the Middle Ages. Each of those inventions helped farmers work more with less effort. Because this inference is general enough to include all three inventions, it effectively sums up the point of the paragraph.

1. Can personality change occur suddenly? Literature certainly offers numerous examples of people such as Charles Dickens's Ebenezer Scrooge,* the old miser whose stingy personality changed dramatically in a single night. But does reality mirror fiction? Do people really undergo sudden and dramatic personality changes? Almost one hundred years ago, the psychologist William James identified what he called "twice-born souls." What James had in mind were people who suddenly, in the midst of intense emotional turmoil,* underwent a startling transformation. In fact, James counted himself among the twice-born souls he described in his book *The Varieties of Religious Experience.* More recently, researchers Miller and DeBaca (1994) located fifty-five individuals who reported that they had undergone a sudden and major change in personality. According to Miller and DeBaca, all fifty-five individuals claimed that these changes were usually preceded by a period of intense emotional distress. They also claimed that one particular "focal incident" had precipitated the personality change. Scrooge's focal incident, of course, would have been the appearance of the three ghosts.

* stamina: ability to stay strong over time.
* Ebenezer Scrooge: a character in Charles Dickens's *A Christmas Carol.*
* turmoil: extreme confusion or upheaval.

Inference _____

2. During World War II, women of childbearing age had, on average, 2.5 children. But the 1950s saw an increase in the fertility rate. It edged up to more than 3.3 children per woman in the first half of the decade and then peaked at 3.6 children in the decade's last half. Fifteen years later, the fertility rate had dropped to the point where the average woman had 1.7 children. This trend has reversed in the past ten years, with fertility increasing to 2.0 children per woman of childbearing age in 1989. However, this apparent baby boomlet may be the result of baby-boom women having children. (Adapted from Richard J. Gelles, *Contemporary Families*. Thousand Oaks, Calif.: Sage Publications, 1995, p. 261.)

Inference _____

3. Anyone who orders a milk shake in Rhode Island and expects a drink made with ice cream is in for a surprise. In Rhode Island, a "milk shake" contains no ice cream. It's made of milk and flavored syrup. That's all. If you want ice cream in your drink, you'd better call it a "cabinet." The name comes from the wooden cabinet encasing the mixer that shakes up the milk. Similarly, anyone in search of a long sandwich made with layers of meat and cheese should ask for a "sub" or a "hero" in the North. But in the South, you had better request a "poor boy," or the waiter will be confused. If you want a soda in Boston, you should probably ask for a "tonic." But if you are in Minneapolis, you'd better ask for a "pop," or else you're likely to get a glass of flavored seltzer water.

Inference _____

4. When Annie Sullivan first arrived to teach her young pupil, Helen Keller, she found a little girl who could not see or hear or speak. Cut

off from the rest of the world around her, the child behaved like a little savage, biting and kicking whenever anyone approached her. In less than a month, however, Sullivan had taught the wild little girl that things had a name and that human beings could use those names to communicate with one another. In the years that followed, with Sullivan as a teacher and friend, Helen Keller learned to read Braille* in English, Latin, Greek, French, and German. She learned to use sign language and, above all, she learned to speak.

Inference _____

5. In the last decade, author Dr. John Gray has made a fortune from his best-selling book *Men Are from Mars, Women Are from Venus.* The book has spawned study groups, workshops, and therapy sessions, all designed to help men and women—who seemingly come from different planets—find a way to happily coexist. According to Dr. Gray, men are Martians. They value power, competency, efficiency, and achievement. Their sense of self is defined through their successes and achievements. In short, they are goal oriented. Women, in Dr. Gray's scheme of things, value communication, beauty, and relationships. They spend as much time as they can supporting, helping, and nurturing those they love. They experience fulfillment through sharing and relating rather than achieving. Yet in reading Dr. Gray's best-selling book, one can't help wonder how it accounts for the close to two million men who have decided to stay home and take care of their children while their wives go to work. If their Web sites are to be believed, these men feel that professional success is no match for the rewards of rearing a child. And what about women like Laila Ali, Diedre Gogarty, and Lucia Rijker, three of the many women boxers who have decided that the boxing ring is where they want to be? Does Dr. Gray assume that these women seek to nurture and support their opponents after they knock them out? Or when in doubt, do Dr. Gray and his followers fall back on the old cliché* "Exceptions prove the rule"?

Inference _____

* Braille: a system of printing for those who are visually impaired.
* cliché: an overused expression that is no longer original or thoughtful.

6. When Disney's first European theme park opened on a 4,800-acre site fifteen miles from Paris, France, the company hoped that Europeans would open their hearts and their wallets to the magic of Disney. After all, for over a decade, Tokyo Disneyland had been a phenomenal success, attracting 125 million visitors since opening. In its first full year of operation, though, EuroDisney lost $900 million. Said Disney's CEO Michael Eisner in response to the park's dismal performance, "We found out we weren't as smart as we thought we were." (Pride et al., *Business,* p. 25.)

Inference _____

7. In Thailand, you must never touch a person's head or pass an object over it, because the head is considered sacred. Likewise, you should never point the bottoms of your feet in the direction of another person or cross your legs while sitting, especially in the presence of an older person. In Hong Kong, Korea, and Taiwan, you must avoid using triangular shapes. The triangle is considered a negative shape. In Kenya, the number 7 is bad luck. However, it's good luck in the United States. Red, which is a positive color in Denmark, represents witchcraft and death in many African countries. If you're in Bulgaria, be prepared—a nod means "no" and shaking the head side-to-side means "yes." If you're not prepared, you may agree when you meant to disagree! (Adapted from Pride et al., *Business,* p. 87.)

Inference _____

8. In a series of experiments conducted in the 1970s, researcher G. G. Gallup attempted to discover if chimpanzees could recognize themselves in a mirror. In one experiment, Gallup exposed several chimpanzees to a full length mirror for ten days. Over time, he noticed that the chimps began using the mirror to groom themselves. They used it, for example, to pick their teeth or check the bottoms of their feet. In another of Gallup's experiments, the chimpanzees were anesthetized,* and red marks were placed over their eyebrows and

* anesthetized: made unconscious through the use of drugs.

behind their ears, areas the chimps could not directly observe without the aid of a mirror. When the chimps were given mirrors, they immediately began touching the marks on their faces and behind their ears.

Inference _____

9. Motion pictures began in France in 1895 and flourished there and elsewhere in Europe, where the dominant concern was to reproduce stage plays. In fact, famous actors delivered every line of their speeches even though these first films were silent. In the United States, filmmaking started at almost the same time, but American filmmakers sought to entertain audiences rather than preserve outstanding theatrical performances. In competition for those audiences, they looked to cinematic* innovation, broad humor, and exciting spectacles. (Adapted from Richard W. Bulliet et al., *The Earth and Its Peoples: A Global History,* p. 1006.)

Inference _____

10. After Jerry Garcia, the lead guitarist for the Grateful Dead, died in August of 1996, flags were lowered to half mast in San Francisco, and a candlelight vigil was held in Los Angeles's Griffith Park. In Manhattan's Central Park, seven hundred Deadheads, as the band's fans are called, gathered under the full moon to mourn Garcia's passing. In Washington, three hundred people came together at the Lincoln Memorial to publicly grieve for their idol. In Massachusetts, Governor William Weld wore a black armband, while a sign posted in Fargo, North Dakota, expressed the feelings of many residents: "Fare thee well, fare thee well, we miss you more than words can tell."

Inference _____

* cinematic: related to film.

End-of-Chapter Reading 5

DIRECTIONS After you read the following selection, decide which inference more effectively sums up the main idea.

BLACK BASEBALL

1 In 1947, the general manager of the Brooklyn Dodgers, Branch Rickey, decided to integrate the major leagues by hiring Georgia-born infielder Jackie Robinson. Ignoring death threats, Robinson made his debut on April 15 at Brooklyn's Ebbets Field, and major league baseball was never the same again. The color bar that had separated black and white players was finally down, and it was down for good.

2 For decades now, Robinson's story has been told and retold—and rightly so, for it illustrates how discrimination can be eradicated when people decide it has to be. Yet, as James A. Riley, the author of *The All-Time Stars of Black Baseball,* has written, great black players in the tradition of Hank Aaron, Willie Mays, and Willie Stargell didn't just spring up suddenly after Robinson's debut. On the contrary, Jackie Robinson was standing on the shoulders of countless black players who came before him. Unfortunately, both their names and their struggle to play the game they loved have been largely forgotten.

3 As early as the 1860s, mixed crowds were watching championship games played by all-black teams like the Uniques, the Pythians, and the Excelsiors. Yet despite the obvious skill of the players and the enthusiasm shown by fans of both races, the National Association of Base Ball Players (NABBP), organized in 1868, would not accept the all-black teams for membership. Instead the association established the first official "color line" in baseball by voting unanimously to bar "any club which may be composed of one or more colored persons."

4 Fortunately for black players, the association only had amateur status. Thus, professional players weren't bound by its rules, and black ballplayers continued to appear on integrated teams (some black teams even played in integrated leagues). The noose, however, was tightening: Black players were slowly being cut off from all integrated team play. The year 1876 saw the birth of the National League, and it was clear from the start that the league was going to remain lily white. When talented black players like the brothers Moses and Wellday Walker, Frank Grant, and the near-legendary pitcher George Stovey began flocking to the International League's integrated teams, editorials began to appear,

asking questions similar to the one posed in the magazine *Sporting Life:* "How far will this mania* for engaging colored players go?"

5 A few more such editorials, some protests by angry fans along with several on-field confrontations, and integrated teams quickly became a thing of the past. To be sure, black players could found their own teams, like the Cuban Giants, organized in 1885. They could also start their own leagues, like the Negro National League established in 1920 by Rube Foster, the father of black baseball. But they weren't going to appear on the field with white players. Talent wasn't the issue; race was what mattered.

6 Had talent been the issue, only the most die-hard racists would have argued that black players weren't the equal of white ones. It's revealing that in the era prior to Robinson's debut, many white players publicly proclaimed their admiration for their black counterparts. When the great Pittsburgh Pirates shortstop Honus Wagner heard that black shortstop John Henry Lloyd was called "the black Wagner," he called the comparison "an honor and a privilege."

7 In fact, some white players, including the celebrated Babe Ruth, were so anxious to have black players on the field, they organized their own exhibition games. Because the teams weren't paid, blacks could participate, and Ruth could test his mettle* against the likes of Josh Gibson, considered the most dangerous hitter in black baseball. Following in Ruth's footsteps, the famed pitcher Dizzy Dean organized numerous exhibition games, largely because they allowed him to compete against Satchel Paige, the black pitcher widely known as the "Mound Magician." In 1934, Dean got a taste of the magician's magic when Paige beat him 1–0 in an exhibition game that went down in sports history.

8 Ironically,* the Negro leagues, which had done so much to foster the talent of players like Paige and Gibson, became a thing of the past once Robinson broke the color barrier. The Negro National League, for example, folded just one year after Robinson ran onto Ebbets Field. Robinson had led his team to the World Series, and the once all-white leagues were now eager to sign young black players who showed signs of talent. The era of two separate baseball leagues, one black and one white, was finally over. Sadly, the end of that era had been a long time coming, much longer than many people realize.

* mania: madness.
* mettle: ability.
* ironically: contrary to what one might expect.

Inference

a. For almost a century, black ballplayers were forced to create their own baseball teams and leagues in order to play ball, even though they were clearly superior to the all-white teams.

b. We should not forget the many black baseball players who paved the way for Jackie Robinson's triumphant civil rights breakthrough in 1947.



Expanding Your Horizons

Interested in learning more about the players who preceded Robinson? Go to www.blackbaseball.com.

Word Notes: Learning Synonyms

Page 219 introduced and defined the word *cliché*. As you learned, clichés are overworked expressions that lack originality and thought. They are to be avoided, particularly in writing, because they suggest that an author hasn't really bothered to think deeply about his or her subject. Since it's a good idea to learn some synonyms for a new word, here are several synonyms for the word *cliché: bromide, platitude, truism,* and *commonplace.* All of these words refer to expressions or statements that have been made so often, they no longer excite or stir the mind to thought.

The paragraph on page 219 gave one example of a cliché, "Exceptions prove the rule." Here's another: "Don't judge a book by its cover." Can you come up with two more?

1. _____

2. _____



Test 1: Reviewing the Key Points

DIRECTIONS Answer the following questions by circling the correct answer or filling in the blanks.

1. *True* or *False.* Drawing inferences is only essential in the context of reading.

2. *True* or *False.* If the author doesn't spell out the main idea in a topic sentence, readers are free to draw any conclusion they choose.

3. *True* or *False.* A main idea can be inferred but it can't be implied.

4. *True or False.* In everyday life, we make inferences all the time.

5. Inferred main ideas and topic sentences should both _____

_____.

6. Effective inferences are based on _____.

7. Ineffective inferences are based more on _____.

8. Effective inferences keep readers _____

_____.

9. Ineffective inferences are likely to _____

_____.

10. Explain the difference between *imply* and *infer.*

To correct your test, turn to page 641 in the back of the book. If you get an answer wrong, review the pages indicated in the key. The page numbers appear in parentheses.

Test 2: Recognizing the Correct Inference

DIRECTIONS Each group of four sentences is followed by two inferences. Choose the inference that follows from or is clearly based on those four sentences.

1. a. On October 15, 1917, the famed Dutch dancer Mata Hari was taken before a French firing squad and executed as a spy.

b. Although Mata Hari had agreed to spy for the Germans, there is no evidence that she ever gave them any information.

c. Information about a new British tank, said to have been given to the Germans by Mata Hari, was actually provided by a British prisoner of war.

d. The case against Mata Hari was based largely on telegrams supplied by the head of France's espionage agency, who had tampered with them before the trial.

Inference a. Mata Hari went to her death not because she was a spy but because she was hated by the head of France's espionage bureau.

b. Mata Hari may not have been guilty of the crime that earned her a death sentence.

2. a. Thanks to Henry Ford's invention of a cheap automobile—called the first "people's car"—farmers from small rural towns were able to sell their products to larger markets located some distance away.

b. Ford's Model T was introduced in 1908 and priced at $850; by 1923 it cost only $290.

c. Ford's Model T was so popular references to it appeared in songs and jokes.

d. In the early part of the twentieth century, almost half the American population lived in the country, but Ford's Model T made access to city life much easier, and the rural population began to diminish.

Inference a. The invention of the Model T had a profound effect on American life.

b. Henry Ford was determined to make a car that even working people could afford.

3. a. "Cookies" are electronic devices that indicate which sites a person has visited on the World Wide Web.

b. Cookies allow companies to monitor not just the sites people visit but also the search terms they use.

c. Because of criticism, DoubleClick Inc, one of the Internet's largest advertising-placement companies, halted a project to discover the names and addresses of people visiting their sites, but most observers believe the project is only temporarily stalled.

d. When asked by journalists about the threat to privacy posed by the Internet, Scott McNealy, the head of Sun Microsystems, said impatiently, "You already have zero privacy—get over it!"

Inference a. Internet users will continue to have a hard time maintaining their right to privacy.

b. In the age of the Internet, we should all just give up on the right to privacy.

4. a. Between 1935 and 1943, the Farm Security Administration (FSA) paid to have photographs taken of ordinary working people throughout the West and the South.

b. Some of the finest photographers of the twentieth century—Dorothea Lange, Lewis Hine, and Walker Evans—ranged across the country and photographed men and women struggling to hold their families and farms together during the Depression.

c. The head of the FSA, Rexford Tugwell, wanted to make the American public really "see" the one-third of the nation that was, in President Franklin Delano Roosevelt's words, "ill-housed, ill-clad, ill-nourished."

d. Tugwell believed the press, inclined to talk of "moochers" and "those with their hands out," was not accurately portraying the plight of the poor.

Inference a. Franklin Delano Roosevelt was wholeheartedly in support of the FSA and its goals, despite the agency's tendency to overspend.

b. Rexford Tugwell, the head of the FSA, hoped that photographs of America's poor would counteract the image created by the press.

5. a. The month of January got its name from Janus, the Roman god of beginnings.

b. Saturday was named after Saturn, the Roman god of agriculture.

c. The sporting goods company Nike took its name from the Greek goddess of victory.

d. The planet Neptune was named after the Roman god of the sea.

Inference a. The gods and goddesses of Greek and Roman mythology had exotic and colorful names.

b. The names of several Greek and Roman gods and goddesses live on in our language.

Test 3: Recognizing the Correct Inference

DIRECTIONS Each group of four sentences is followed by three inferences. Choose the inference that follows from or is clearly based on those four sentences.

1. a. After years of conducting experiments with the help of her husband, Pierre, the Polish-born French chemist Marie Curie won a Nobel Prize for her research on radioactivity.

b. In their experiments, both Curies suffered burns from radiation.

c. Due to the effects of radiation, Marie Curie was in poor health for most of her adult life; particularly in her later years, she was plagued by high fevers and kidney problems.

d. On July 4, 1934, Marie Curie died as a result of radiation exposure.

Inference a. Marie Curie should have known better than to experiment with radioactivity.

b. Marie Curie's experiments with radioactivity made her famous, but they also killed her.

c. At the time of her death, Marie Curie did not realize that she was dying as a result of her own experiments.

2. a. The artist Vincent van Gogh (1853–1890) is now considered one of the founding fathers of modern painting, and his paintings are worth millions.

b. After van Gogh committed suicide in 1890, many of his paintings were sold as scrap canvas.

c. Other van Gogh paintings discovered right after the artist's death were used for target practice.

d. Many were also sold by junk dealers, and at least one was used to repair a hole in a barroom wall.

Inference a. Although van Gogh's paintings eventually became both famous and valuable, they were considered all but worthless at the time of his death.

b. Van Gogh's paintings are clearly not worth the high prices they fetch.

c. Like so many other artists, van Gogh's work was not appreciated during his lifetime.

3. a. Theravada Buddhism claims to be the authentic teachings of the Buddha, its founder.

b. Mahayana Buddhism is less strict than Theravada Buddhism; it is considered the Buddhism of ordinary people.

c. In Zen Buddhism, keeping an "empty" mind is the key to enlightenment.

d. Tibetan Buddhism is derived primarily from Indian traditions; it stresses strict mental discipline.

Inference a. Tibetan Buddhism is superior to all other kinds of Buddhism.

b. There are at least four different kinds of Buddhism.

c. No matter what type it is, Buddhism stresses strict mental discipline.

4. a. With George Herman Ruth, Jr.—popularly known as "The Babe"—on the team, the Yankees were the marvel of baseball, winning the World Series in 1923, 1927, and 1928.

b. Until Hank Aaron broke his record in 1974, Babe Ruth's lifetime home-run total (714) was unmatched for nearly forty years.

c. In three consecutive seasons, Babe Ruth broke the major league home-run record.

d. Because of Babe Ruth, Yankee Stadium was called "The House That Ruth Built."

Inference a. Babe Ruth was one of the most successful athletes of his time.

b. Babe Ruth left behind a record that no one will ever be able to match.

5. a. On June 11, 1962, three bank robbers—Frank Morris and the Anglin brothers, John and Clarence—made their escape from Alcatraz, the federal penitentiary known as "The Rock."

b. After dragging the waters surrounding the prison and turning up an oar and a life jacket, officials insisted the three could never have made it to the San Francisco shore and must have drowned.

c. According to a prison inmate, who didn't make the escape because he couldn't swim, the three men had learned Spanish in prison so that when picked up on shore as planned, they could drive to Mexico.

d. Six months later, another bank robber escaped from Alcatraz and was eventually caught sleeping under San Francisco's

Golden Gate Bridge, thereby disproving the officials' claim that Alcatraz was escape-proof.

Inference a. Based on the evidence, it is clear that Frank Morris and the Anglin brothers succeeded in their escape from Alcatraz.

b. Although no one can say for sure, Frank Morris and the Anglin brothers may have succeeded in their escape from Alcatraz.

c. By faking their own deaths, Frank Morris and the Anglin brothers were able to make good their escape.

Test 4: Recognizing the Correct Inference

DIRECTIONS Circle the letter of the inference that more effectively sums up the paragraph.

1. The word *natural* in advertisements clearly sells products. Juices and foods filled with "natural" goodness along with "natural" vitamins and herbs are big sellers. Consumers seem to believe that anything coming straight from nature has to be good for you. Yet if you're one of those consumers, you might want to reconsider your trust in Mother Nature. Aflatoxin, one of the most potent cancer-causing substances that exists, is a perfectly natural product of mold. Ricin, one of the deadliest poisons on earth, comes from castor beans. Take just one bite of the naturally growing mushroom *Amanita phalloides,* and you won't be around long to discuss its bitter aftertaste. Next time you're thinking of buying an herbal supplement because it's "natural"—and therefore has to be good for you—just remember, bee stings and poison ivy are also part of nature.

Inference

a. Synthetic products are better for you than natural ones are.

b. We shouldn't assume that natural products are always safe.

2. After Timothy J. McVeigh was convicted of bombing a federal office building in Oklahoma City, causing the deaths of 168 people, reporters swarmed to Pendleton, New York, McVeigh's hometown.* The journalists sought comments on the verdict from McVeigh's friends, family, and acquaintances in tiny Pendleton, which has about five thousand residents. The reporters also wanted to ask if Pendleton people thought McVeigh deserved the death penalty. But in short order, community members slammed their doors in the journalists' faces. McVeigh's family pulled down the shades and refused to leave the house. When television crews approached Pendleton folks at a supermarket, the shoppers tried to slam their carts into expensive TV equipment. One woman grabbed a phone and started dialing local police. Other Pendleton residents just pressed their lips together and stared.

Inference

a. People in Timothy McVeigh's hometown didn't want to talk to reporters.

b. People in Timothy McVeigh's hometown thought he was innocent.

* The bombing took place on April 19, 1995; McVeigh was convicted in June of 1997.

3. In 1995 gray wolves, listed as an endangered species, were reintroduced into Yellowstone Park, where they had once roamed freely. To the surprise of biologists, the wolves multiplied faster than expected, so much so that their status is now listed as "threatened" rather than endangered. Perhaps because of the population spurt, the wolves have begun to stray outside the park's boundaries. In a few cases, they have ventured onto bordering ranch lands and killed domestic livestock. The U.S. Fish and Wildlife Service responded quickly by shooting or capturing the wolves believed to be preying on livestock. But some ranchers have taken the law into their own hands and shot the wolves themselves. The ranchers want the legal right to shoot any wolf that ventures onto their property. Many are furious that the Fish and Wildlife Service insists on fining and prosecuting any rancher caught wolf hunting.

Inference

a. The 1995 reintroduction of gray wolves into Yellowstone Park has saved them from extinction; however, it has also caused some serious problems.

b. The reintroduction of gray wolves into Yellowstone Park proves that endangered animals can be saved by human intervention.

4. Green-and-gold highway signs direct visitors to Green Bay, Wisconsin, home of the Green Bay Packers professional football team. Most of the city's businesses and stores are painted green and gold, the Packers' official colors. All year round, neighborhoods are jammed with Packers flags and homemade banners announcing "The Pack Is No. 1!" or "The Pack Is Back!" Every player on the team, even the newest rookie, gets mobbed by autograph seekers whenever he leaves his house or opens his car door. During football season, Green Bay's Catholic bishop includes prayers for Packers' victories in his Sunday sermons. At game time, few people can be seen on Green Bay streets; stores go begging for customers; movies flicker in empty theaters. Meanwhile, at least 90 percent of city residents can be found cheering at the local stadium or staring intently at their television sets.

Inference

a. Green Bay, Wisconsin, really supports its football team.

b. Green Bay, Wisconsin, has no basketball or baseball teams.

5. Currently, children in the United States receive more vaccinations than ever before. On average, they get nineteen inoculations for ten different diseases. As a result, potential killers such as polio and diphtheria are all but unknown in the United States. One would

think that would be cause for gratitude among parents anxious to protect their children from illness. But some parents are not so thrilled. Instead, they want to know more about the possible adverse effects. One such parent is Barbara Loe Fisher, president of the National Vaccine Information Center, who pointedly asks if the vaccines children receive "could be doing something else which isn't so good." Fisher charges that parents don't get enough information about the relationship between vaccines and chronic physical and mental disorders. Lisa Mayberry is another parent troubled by the numerous vaccines given to children. She watched her child develop autism* after he was inoculated against measles, mumps, and rubella (MMR). Although a study of 498 autistic children found no connection between the MMR shot and autism, the Centers for Disease Control is continuing to investigate. The CDC has recommended that physicians discontinue use of the oral vaccine against polio because it has been proven to induce polio in several instances. It has also called a halt to the new rotavirus vaccine designed to eliminate gastrointestinal ailments in infants. As it turns out, in some cases the vaccine has caused bowel obstructions. (Source of information: Claudia Kalb and Donna Foote, "Necessary Shots," *Newsweek*, September 13, 1999, p. 73.)

Inference a. Although vaccinating America's children has had obvious benefits, some parents are worried about possible adverse reactions.

b. All the vaccination programs for children should come to an immediate halt.

* autism: a disorder that makes it hard for affected children to make contact with the world around them.

Test 5: Recognizing the Correct Inference

DIRECTIONS Circle the letter of the inference that more effectively sums up the paragraph.

1. In May 1996, eleven people died in an attempt to reach the top of Mount Everest. As one might expect, this tragedy prompted widespread debate about whether amateurs should be allowed to climb one of the world's most dangerous peaks. In his best-selling book *Into Thin Air*, writer Jon Krakauer, who barely survived the fateful 1996 expedition, strongly suggests that amateurs not be allowed to climb Everest. Yet in 1998 alone, at least seventy-five amateurs paid as much as $75,000 per person for the privilege of being led up the mountain. The two guide companies responsible for the fatal 1996 expedition have resumed business as usual and are expecting a boom in client demand. There are also plans afoot to build a forty-eight-room lodge in the base camp, where climbers traditionally stay in tents. The lodge will cost approximately $3 million, and each room will contain an oxygen hookup.

Inference

a. Despite the tragedy that occurred on Mount Everest in May 1996, amateurs are still allowed, and even encouraged, to make the climb.

b. Although many people still hope to climb Mount Everest, enthusiasm for the climb is not as great as it once was.

2. Some people claim that declawing a cat does no real harm, but for reasons of their own, they are denying the obvious. Cats remove old skin and dry hair by scratching themselves. A cat without claws can't groom itself properly. Cats also need their claws to jump. Their claws are like landing gear. They help cats maintain their balance. If deprived of claws, the animals find it hard to jump from place to place. Worst of all, if a declawed house cat escapes its home, it could quickly die of starvation. Grabbing for a mouse or bird would be only an empty gesture, leaving the cat to go hungry. An even more horrible fate awaits the declawed cat who gets into a fight with another animal. Practically defenseless, it could be severely wounded or even killed.

Inference

a. It's a mistake to declaw a cat.

b. Cats who have been declawed usually suffer a variety of ailments.

3. On December 18, 1912, an amateur archaeologist named Charles Dawson and his friend Arthur Smith Woodward presented what

they claimed were extraordinary findings to the Geological* Society of London. Woodward and Dawson presented the skeleton of a creature alleged to be half man and half ape. In other words, they had discovered what was believed to be the missing link on the evolutionary* scale. With relatively little investigation, Piltdown man—as the skeleton was called—was accepted as genuine. As time went by, however, doubts began to surface, and paleontologists* examined and reexamined the skeleton. In 1953, analysis showed that the head of the skeleton came from two different species—a human being and an orangutan. Someone had simply fused the bones together by artificial means.

Inference a. Charles Dawson had tricked the Geological Society of London.

b. The Piltdown man was a fraud.

4. In the eighteenth century, the English economist Thomas Malthus predicted that future populations would increase faster than food supplies—with disastrous results. But in the past two hundred years, technological advances* have profoundly influenced food-production methods. In industrialized* countries, the same amount of food can be produced in less time than it took half a century ago. Similarly, increased knowledge of agriculture has helped grow more food on less land. By the same token, land once considered unfit for food production has become fertile. With time, as we learn more about the ocean, we may be able to produce food not just from land but from the sea as well.

Inference a. In time, we may be able to use the ocean for food production.

b. The theory that population increases faster than food supplies has not proved true for industrialized countries.

5. Vitamin A helps fight colds and other infections. A deficiency in vitamin A can produce eye diseases. Dairy products, nuts, and yellow vegetables all contain vitamin A. Vitamin C helps prevent infections and is essential to healthy teeth. Oranges, lemons, tomatoes, and strawberries all contain this important vitamin. Vitamin D, the sunshine vitamin, helps keep bones and teeth strong. A lack of vitamin

* geological: involved in the study of the earth.
* evolutionary: related to the development of human beings as they changed from apes into humans.
* paleontologists: people who study ancient life forms.
* technological advances: progress based on the application of science to industry.
* industrialized: relying heavily on machinery to produce goods and services.

D can contribute to arthritis. Liver and eggs are the best sources of this vitamin. The vitamin B complex—B_1, B_2, B_6, and B_{12}—is also extremely important. It keeps the skin healthy and develops muscle tone. Vitamin B may even help reduce stress and tension. Green, leafy vegetables, milk, and grains help supply this important group of vitamins.

Inference a. Vitamins are important for maintaining good health.

b. Large doses of vitamins will help you live longer.

Test 6: Recognizing the Correct Inference

DIRECTIONS Circle the letter of the inference that best sums up the paragraph.

1. Much publicity has been given to a series of experiments conducted by Stanley Milgram between the years 1960 and 1963. In the first of the series, the subjects were told by a white-coated experimenter to administer electrical shocks to supposed "pupils," whose memorizing abilities were being tested. In reality, everyone in the experiment, except for the person administering the shock, was an actor, and the point of the experiment was to test obedience, not memorization skills. To the surprise of almost everyone involved in the experiment, the subjects, who believed they were inflicting real pain, almost uniformly did what they were told. The much-publicized lesson of the experiment was that people will blindly follow orders. Yet a good deal less attention was given to follow-up studies in which both the circumstances and the results changed. In a variant* on the Milgram experiments, an actor pretending to be a subject would refuse to administer the shocks or increase the voltage. Upon witnessing that protest, around 90 percent of the real subjects also refused to follow orders and increase the voltage or administer the shocks.

Inference

a. The experiments conducted by Stanley Milgram suggest that people become overly obedient when they are confronted with an authority figure.

b. The Milgram experiments emphasizing obedience to authority got a lot of publicity, but later experiments suggest that in a different context, human beings are not always so ready to obey authority.

c. The Milgram experiments got a lot of publicity, but they were badly conducted and don't prove that human beings will gladly inflict pain if told to do so by an authority figure.

2. According to the rules of their order, Carmelite nuns begin their days at the crack of dawn. Rising at 5:00 A.M., they sing hymns and eat breakfast. Breakfast, like the rest of their meals, is simple. The nuns are not allowed to eat meat. In addition, they have taken a vow of poverty, so rich food is out of the question. Once breakfast is over, the Carmelites spend their days doing chores or saying prayers.

* variant: something differing in form.

Conversation of any sort is forbidden, as are visitors. If the nuns speak at all to outsiders, it is through an iron grill that symbolizes their separation from the world. As one might expect, radio, television, and computers are not usually found among the Carmelites.

Inference a. The rules of the Carmelite order ensure that the nuns lead a life of solitude and simplicity.

b. Most Carmelite nuns enter the order because they have been wounded by the world.

c. The Carmelites will never change the strict rules of their order.

3. During the reign of Peter the Great (1672–1725), Russian nobles* were ordered to clip their beards and shorten their robes or risk severe punishment. An admirer of the West, the Russian czar* wanted his nobility to look modern and up-to-date. At the czar's command, the nobles' wives also had to change their ways. Previously told to stay at home, they were now summoned to court and forbidden to go home. To import new ideas from the West, Peter demanded that young Russians go abroad to study, and he invited Europeans to visit Russia. The Europeans he invited could refuse if they chose, but his subjects had no such freedom of choice. If they refused to become modernized, they were beaten and, in some instances, executed.

Inference a. Peter the Great was willing to use any means necessary to modernize his subjects.

b. Peter the Great was hated for his harsh rule.

c. Harsh or not, Peter the Great improved the lot of the Russian people.

4. Spectacled cobras—six-foot-long brown snakes that can kill with a single bite—are everywhere in the country of Sri Lanka. It's not surprising, therefore, that thousands of people are bitten yearly. Many victims are children, and some of them die. What's surprising is that most Sri Lankans will not harm a cobra that happens to venture into a nearby woodpile or rice field. The majority of Sri Lankans are Buddhists. According to their religion, the spectacled cobra once gave shelter to Buddha* by opening the hood at the back of its neck. To show that the cobra was under his protection, Buddha is said to

* nobles: people of royal blood.
* czar: king or emperor.
* Buddha: Originally Siddhartha Gautama (c. 563–c. 483 B.C.), Indian mystic and founder of Buddhism.

have given the snake the spectacles-like red mark that appears on the back of its head.

Inference

a. Given the number of people who die from snake bites, the people of Sri Lanka should stop worshipping cobras.

b. The people of Sri Lanka should do something about the threat of cobra bites to their children.

c. The people of Sri Lanka do not kill cobras because they believe the snakes are under the protection of Buddha.

5. Listeria is a food-borne bacterium that has been found in hot dogs, deli meats, soft cheeses, and undercooked meat, poultry, and seafood. On a yearly basis, listeria sickens about 2,500 Americans. The most recent serious outbreak of listeria poisoning, in 1998, was traced to meat processed at a Sara Lee Corporation plant in Michigan. The company had to recall fifteen million pounds of hot dogs and luncheon meats. In the healthy, listeria is an unpleasant nuisance, causing flu-like symptoms that last several days. But if the elderly are stricken by listeria poisoning, they can die from it. If a pregnant woman ingests the bacterium, a miscarriage or a stillbirth often results, even if the mother herself experiences no symptoms. In the 1998 outbreak, at least one hundred people got sick, and fifteen of those died.

Inference

a. Depending on who is stricken, listeria poisoning can be an unpleasant nuisance or a horrible tragedy.

b. Given the high incidence of listeria poisoning, it is amazing that meat-packing plants are not required to test for it.

c. Outbreaks of listeria poisoning are bound to increase.

Test 7: Drawing the Right Inference

DIRECTIONS For each paragraph, draw an inference that sums up the implied main idea.

1. Left on his own at a young age, the comedian Charlie Chaplin quickly learned how to survive on London's city streets. Living in part from money earned as a mime,* he also charmed friends and strangers alike into giving him food and shelter. Above all, he learned how to outwit the police, who were not fond of a young boy without a home or a job. Arriving in the United States in 1910, Chaplin quickly got work in silent films. After that, it did not take him long to develop the character that made him famous—the "Little Tramp." Dressed in shabby clothes, begging for money and food wherever he could find it, the Little Tramp spent most of his twenty-five years onscreen avoiding the police, who pursued him in one hilarious scene after another.

Inference _____

2. During the Civil War, the first war to be covered by newspaper journalists, some reporters considered it their duty to rally the troops. During the famous battle of Bull Run, for example, Edmund Clarence Stedmen of the *New York World* would wave the regiment flag whenever he thought the troops he was covering were losing their will to fight. Junius Brown from the *New York Tribune* went a step further. If he thought a rebel sniper* was in the surrounding area, he would pick up a gun and start firing. Aware that Union* leader Ulysses S. Grant liked to drink, Sylvanus Cadwallader of the *Chicago Times* did his part to win the war: He locked himself and Grant in the bathroom to keep the general from hitting the bottle. Even more than his colleagues, Samuel Wilkeson of the *New York Times* participated in the war he covered. After the bloody battle of Gettysburg, Wilkeson wrote his report standing beside the grave of his oldest son.

Inference _____

* mime: a performer who acts out situations without speaking.
* sniper: hidden gunman.
* Union: loyal to the United States government during the Civil War.

3. In the stable and moist conditions of the tropical rain forests, plants and animals are more varied and diverse than anywhere else on Earth. The variety and diversity of the rain forest makes it a treasure trove for all kinds of riches, from exotic perfumes to cures for deadly diseases. Yet every year, a rain forest region the size of Belgium is cut down to make way for agriculture. The cutting occurs despite the fact that the soil in the rain forest is not particularly suitable for either growing or grazing. The soil is sandy. Lacking nutrients from the trees, it quickly becomes too dry to be useful for farming or herding. Still, the cutting continues, although no one knows what miraculous cure for disease has been lost in the process.

Inference _____

4. Lasers, devices that produce an intense, focused beam of light, have been around since 1960, when Theodore H. Maiman put the first one together. At the time, however, no one quite knew what to do with the laser. In fact, in the sixties and early seventies, the laser was often described as a solution looking for a good problem. But nowadays, no one makes that little joke any more. Laser technology is being used with increasing frequency on people who wear glasses. Many who undergo laser surgery discover that once it is over, they can see without glasses. Lasers are also now commonly used to remove cataracts and galistones, and heart surgeons employ them to remove blood clots from coronary arteries. In addition to medical uses, lasers are important tools of the military. They are central to all kinds of weaponry, including the so-called "smart bombs." Moreover, traveling at the speed of light, lasers can burn a hole in missiles or their warheads and thereby render them ineffective. They are also a central part of military warning and detecting systems. In addition, lasers have found their place in industry. They play a key role in machine-tool operations, communication systems, tunnel construction, and welding.

Inference _____

5. The first successful blood transfusion was performed in the seventeenth century, but the practice was outlawed because of the dangers it posed to the patient. The practice was revived in the nineteenth century, but it was accompanied by terrible risks, like blood

clots and kidney failure. Austrian-born Karl Landsteiner (1868–1943), however, had a theory. He argued that the blood of humans had inborn differences and similarities. The key, from Landsteiner's perspective, was to understand both the differences and the similarities. Once they were understood, Landsteiner thought the risks of blood transfusion might be eliminated. To that end, he analyzed numerous blood samples. By 1901, he had classified blood donors into three different categories called A, B, and O (AB was added in 1902). Following that discovery, the transfusion of blood became a relatively safe procedure.

Inference _____

CHAPTER 6

The Function of Supporting Details

In this chapter, you'll learn

- how supporting details help develop topic sentences.
- how to distinguish between *major* and *minor* supporting details.
- how to recognize concluding sentences.

You may not realize it, but you already know a good deal about supporting details. In Chapter 5, you worked with paragraphs that implied, or suggested, a main idea. The sentences that helped you infer the main idea were supporting details. The supporting details supplied the specific examples, facts, and statistics that enabled you to draw your inference.

In Chapter 6, we focus on supporting details that clarify, explain, or argue a topic sentence. In this context, supporting

details are the author's way of making sure readers understand the topic sentence of a paragraph.



Supporting Details Develop Topic Sentences

Paul: I thought June's behavior at that meeting was extraordinary.

Monique: I thought the same thing. I couldn't believe how rude she was. She's too outspoken for my taste.

Paul: That's not what I meant at all. I thought she was great. When she believes in something, she's not afraid to speak her mind.

When the conversation between Paul and Monique stays on a general level, both speakers tend to agree. It's only when Monique moves to a more specific level that the speakers realize they actually disagree. This is a good example of how much good communication depends on supporting details.

As you might suspect, the kind of confusion that happens between Monique and Paul isn't restricted to conversations. It can also occur between readers and writers.

When writers communicate their ideas in paragraphs, they also run the risk of being misunderstood if they don't supply enough supporting details. **Supporting details** are specific sentences that explain or prove the topic sentence by providing reasons, examples, studies, definitions, and so on. Although supporting details can take many different forms, their function is always the same. They help clarify, prove, or suggest a topic sentence.

To see how topic sentences and supporting details work together, read the following statement:

> Prolonged unemployment can create serious psychological problems that in the long run actually contribute to continued joblessness.

By itself, the sentence tells us that long-term unemployment can do psychological damage. But what does the author mean by the general phrase "prolonged unemployment"? Is she talking about six months or six years? Exactly what kind of psychological problems does she have in mind? After all, that general phrase covers a good deal of ground. Also, how do psychological problems contribute to continued joblessness?

On its own, the sentence raises several questions. However, when it's followed by specific supporting details, those questions are answered:

> [1]Prolonged unemployment can create serious psychological problems that, in the long run, actually contribute to continued joblessness. [2]In a society that stresses the relationship between productive work and personal value, it is easy enough to equate long-term unemployment with personal worthlessness. [3]That is, in fact, precisely what many unemployed men and women begin to do. [4]Out of a job for a year or more, they begin to see themselves as worthless human beings without any value to society. [5]In what amounts to a vicious cycle, their sense of personal worthlessness further diminishes their chances of gaining employment. [6]Sometimes they stop looking for work altogether, sure in their despair that no one will hire them. [7]Or else they go on interviews, but they present themselves in such a defeated and hopeless way that the interviewer cannot help but be unimpressed and reject their application.

Do you see how the specific sentences in the paragraph help readers understand the topic sentence? Sentences 2 and 3, for example, limit the ways in which readers can interpret the phrase "serious psychological problems." Sentence 4 then defines "prolonged unemployment."

Sentence 5 explains the second half of the topic sentence by telling us how a sense of personal worthlessness can "contribute to continued joblessness." Sentences 6 and 7 provide two specific illustrations of how this happens.

The supporting details in the paragraph define key phrases like "prolonged unemployment" and "serious psychological damage." They also illustrate the author's main idea and thereby answer a question readers might raise about the topic sentence, "How does prolonged unemployment contribute to continued joblessness?"

When reading a paragraph, you should always search for the author's topic sentence. However, by itself, that topic sentence is bound to raise some questions that only the supporting details can answer.

Actually, if you don't recognize and understand the supporting details the author uses to develop the topic sentence, you haven't understood the paragraph. Imagine, for example, that you were asked this question on an exam: "Explain how prolonged unemployment can contribute to continued joblessness." Without a thorough understanding of the supporting details included in the paragraph, you wouldn't be able to answer the question.

After locating the topic sentence in a paragraph, you also need to figure out what the supporting details contribute to your understanding of that topic sentence. You can usually determine what supporting details contribute by asking two questions: (1) What type of supporting details does the author supply—examples, reasons, studies, definitions, statistics? (2) What questions about the topic sentence do the supporting details answer?

The following exercises give you practice in setting the relationship between a topic sentence and the supporting details that explain it.

EXERCISE 1

DIRECTIONS The first sentence in each group of sentences is the topic sentence. That topic sentence is followed by five supporting details. Circle the letters of the three sentences that make the topic sentence clear and convincing.

EXAMPLE

Topic Sentence In April 1986, a tragic accident occurred at a nuclear power plant known as Chernobyl.

Supporting Details

(a.) An explosion ripped through one of Chernobyl's four reactors and radiation entered the atmosphere.

(b.) The plant burned for two weeks because technicians were unable to plug the leak caused by the explosion.

c. America had had its own nuclear scare when a meltdown occurred at Pennsylvania's Three Mile Island.

(d.) Immediately following the explosion at Chernobyl, thirty-one people died; several weeks later, 135,000 people were evacuated from the area.

e. Western Europe relies on nuclear power for much of its electricity.

EXPLANATION The three supporting details that are circled tell us more about the tragic accident mentioned in the topic sentence. These are the three sentences that help make the topic sentence clear and convincing. The other two do not help explain the topic sentence.

Topic Sentence **1.** The life of the Masai, a group of people who make their home in East Africa, is tightly linked to the raising of cattle.

Supporting Details

a. The diet of the Masai consists mainly of the blood and milk of cattle.

b. Because they consider cattle sacred, the Masai do not slaughter or sell them.

c. Through a series of treaties, the British evicted the Masai from most of their homeland.

d. The Masai follow their cattle from grazing site to grazing site.

e. The Masai are known to be fierce and proud warriors.

Topic Sentence 2. After close to forty years on NASA's* drawing boards, the Hubble space telescope went into orbit in 1990; but the telescope was plagued with problems throughout its voyage.

Supporting Details

a. Edwin Hubble, for whom the telescope was named, was the son of a Missouri lawyer.

b. The Hubble's ninety-four-inch mirror was off, and it sent blurred images back to earth.

c. By 1993, some of the telescope's navigational equipment had begun to fail.

d. The current generation of land-based telescopes can do anything the Hubble can.

e. During its early voyages in space, the Hubble telescope responded poorly to temperature change.

Topic Sentence 3. During World War I, new technology made war deadlier than it had ever been before.

Supporting Details

a. During World War I, the czar of Russia took the Russians under his personal command.

b. When World War I began, the U.S. Army consisted of only 92,710 men.

c. In World War I, new technology allowed both sides to launch airplanes filled with explosives.

d. After the Germans used poison gas in 1915, France, England, and the United States also began using it.

e. When both sides began using gas masks to protect themselves, new types of gas were invented; the new gases could penetrate and burn the skin.

* NASA: a word formed from National Aeronautics and Space Administration.

***Topic Sentence* 4.** Prior to the introduction of a vaccine in 1954, the infectious disease called polio repeatedly swept through the United States, leaving in its path paralysis and death.

Supporting Details

a. In 1916, a polio epidemic hit New York City; twenty-seven thousand people were paralyzed and six thousand died.

b. The virus that causes polio was identified in 1908.

c. In the 1700s, physicians believed that polio was associated with the teething of infants, despite the fact that plenty of infants cut new teeth with no signs of fever or paralysis.

d. Twenty-five thousand cases of polio were reported in 1946; most of them were children who were left paralyzed in some part of their body.

e. Between 1952 and 1953, close to one hundred thousand people were struck down with polio.

***Topic Sentence* 5.** A growing body of evidence suggests that there are real differences in the way men and women develop heart disease.

Supporting Details

a. Women tend to develop heart disease later in life than men do.

b. Women have different symptoms of heart disease than men do; they are less likely to have chest pain and more likely to have pain in various parts of the upper body.

c. Until 1990, most of the studies done on heart disease were conducted on men.

d. It was assumed that what applied to heart disease in men could also be applied to women.

e. Women who have heart attacks are twice as likely as men to die within sixty days.

EXERCISE 2

DIRECTIONS Read each paragraph. Then in the first blank, write the number of the topic sentence. Next, look carefully at the supporting details. Each paragraph includes a sentence that has no relationship to the topic sentence. Write the number of that sentence in the second blank.

[1]Orthorexia nervosa is a new eating disorder that occurs when health-conscious individuals become obsessed with the quality of the food they eat. [2]People who suffer from this disorder base their self-esteem on their ability to maintain a diet of only healthy foods. [3]They decide, for example, that beans and rice are healthy and restrict themselves to eating only those two foods. [4]If they deviate from their restricted diet, they feel intensely guilty and depressed. [5]Bulimics overeat, and then feel guilty until they are able to purge.* [6]Victims of orthorexia nervosa don't seem to realize that excessive reliance on a few select foods can deprive their bodies of critical nutrients. [7]Unfortunately, the deprivation only increases over time because those who suffer from orthorexia take little pleasure in eating and consequently consume fewer and fewer calories.

Topic Sentence 1

Irrelevant Detail 5

EXPLANATION In the paragraph above, the first sentence is the topic sentence. It introduces readers to a new eating disorder. With the exception of sentence 5, the supporting details all describe the characteristics and the effects of the disease. Sentence 5 brings up a related topic, but that topic is never connected to the topic sentence. In other words, sentence 5 is irrelevant and doesn't fulfill the essential function of a supporting detail—to explain the main idea.

1. [1]In 1894, Japan waged war with China for the control of Korea; the Chinese, however, were no match for their opponents. [2]In one year, the war was over, and the Japanese had almost completely destroyed the Chinese naval forces. [3]As a result of the war, China had to pay large sums of money to Japan and recognize the full independence of Korea; it also had to give up the rich island of Formosa. [4]Although the war was brief, it proved without a doubt that Japan was a military power to be reckoned with. [5]During World War II, Japan invaded China.

Topic Sentence _____

Irrelevant Detail _____

* purge: eliminate waste from the bowels or stomach.

2. [1]Child abuse can take several forms. [2]Sometimes the child is injured physically and may suffer from an odd or disturbing combination of cuts, burns, bruises, or broken bones. [3]Usually the parents or guardians claim that the child "had an accident," even though no normal accident could cause such injuries. [4]Abused children have a greater chance of becoming abusive parents. [5]But child abuse may also take the form of emotional neglect; the parents will simply ignore the child and refuse to respond to bids for attention. [6]Children suffering from this kind of neglect often show symptoms of the *failure to thrive* syndrome,* in which physical growth is delayed. [7]In still other cases of maltreatment, the child may be emotionally abused. [8]One or both parents may ridicule or belittle the child. [9]In this case, physical problems may be absent, but the child's self-esteem will be seriously undermined.

Topic Sentence _____

Irrelevant Detail _____

3. [1]Do you need to memorize a list of items in a particular order? [2]If you do, you should take the *serial position effect* into account. [3]The serial position effect refers to the tendency of many people to make the most errors when trying to remember the middle of a list or series. [4]If, for example, you are introduced to a long line of people, you are most likely to forget the names of those in the middle of the line. [5]People who deal with the public a lot can't afford to be forgetful. [6]Anytime you need to learn a long poem or speech, be sure that you take the serial position effect into account. [7]Give the middle of the speech or poem extra attention and practice.

Topic Sentence _____

Irrelevant Detail _____

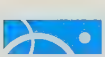
4. [1]Most people run or scream in terror when they see a snake. [2]Yet if snakes are examined without prejudice, they prove to be fascinating and relatively harmless members of the reptile family. [3]Like other reptiles, they are cold-blooded, and their temperatures change with the environment. [4]Although most people think that snakes are slimy and wet, the opposite is true. [5]Their skins are cool and dry, even pleasant to the touch. [6]The Hopi Indians perform ritual dances with

* thrive: grow.

live rattlesnakes in their mouths. [7]Despite their reputation, most snakes do more good than harm by helping to control the rodent population.

Topic Sentence _____

Irrelevant Detail _____



Understanding the Difference Between Major and Minor Details

In general, there are two kinds of supporting details, *major* and *minor*. To understand the difference between those two kinds of details, look at the following paragraph. The major supporting details appear in **boldface.** The minor ones appear in *italics.*

> Psychologists have identified three basic styles of parenting. **Authoritarian parents think children have few rights but many adult responsibilities.** *They tend to demand strict obedience to rigid standards of behavior and expect their children to obey unquestioningly.* **Permissive parents, in contrast, require little responsible behavior from their children.** *Rules are not enforced, and the child usually gets his or her own way.* **Effective parents find a balance between their rights and their children's rights.** *They control their children's behavior without being harsh or rigid.*

In the above paragraph, the topic sentence tells us that psychologists have identified three different parenting styles. The natural response of most readers would be to ask, "What are the three styles of parenting?" Notice now how all the major details, printed in boldface, help answer exactly that question. We can say then that **major details** relate directly to the topic sentence. They define key words and clarify general terms in the topic sentence that might otherwise be confusing to the reader. In short, major details are the ones that must be included in the notes you take on your reading.

Look now at the minor details in the sample paragraph. They help flesh out, or further explain, the major details. However, they are not essential to explaining the topic sentence. We can say then that **minor details** help make major ones more specific. They also repeat a key point for emphasis or add a colorful fact that might be of interest to readers. What they don't do is directly contribute to clarifying

or explaining the topic sentence. If you eliminate a minor detail from a paragraph, the main idea expressed in the topic sentence should remain clear and convincing. If it doesn't, the detail is probably more major than minor.

Evaluating Minor Details

Unlike major details, minor details may or may not be essential to your understanding of a paragraph. If you need a minor detail in order to fully understand a major detail, then, yes, include it in your reading notes. However, if the minor detail simply repeats or slightly expands a point clearly stated in a major detail, then you can safely leave it out.

Although minor details are usually less important than major ones, that doesn't mean they are *always* unimportant. Like so much else in reading, their value depends on their context. Sometimes they add little more than a funny fact or figure. At other times, they are essential to explaining or filling out a major detail.

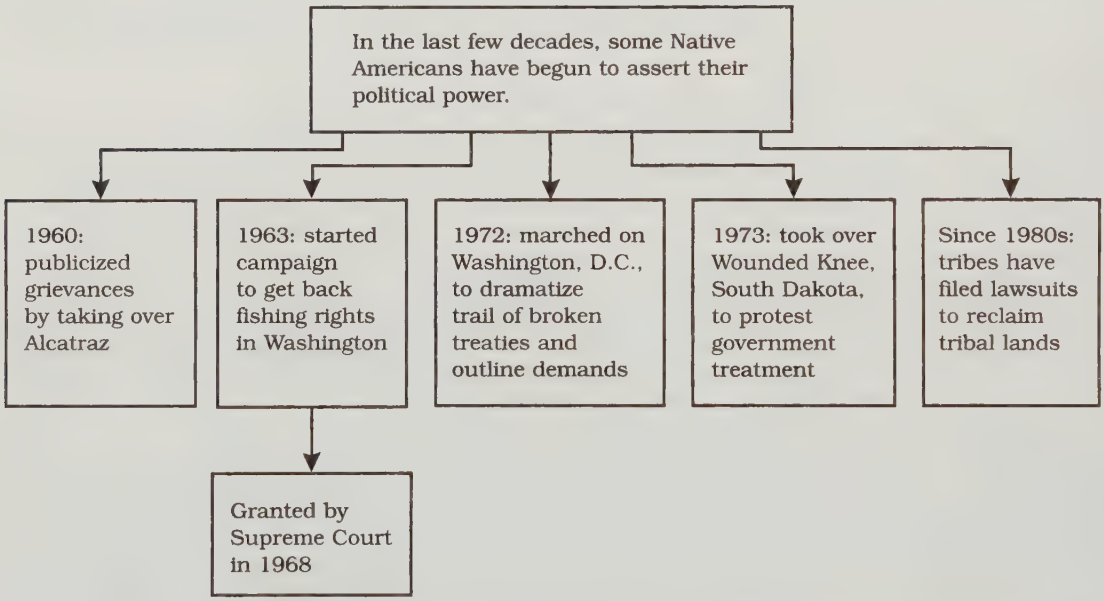
To test your ability to recognize major and minor details, read the next sample paragraph. It contains only one minor detail. When you finish the paragraph, write the number of that sentence in the blank that follows.

> [1]In the last forty years, Native Americans have made numerous attempts to gain more political power. [2]In late 1960, a group of Native Americans publicized their grievances by occupying Alcatraz, the abandoned prison in San Francisco Bay, for nineteen months. [3]In 1963, tribes in the Northwest waged a campaign to have their fishing rights recognized in parts of Washington. [4]These were eventually granted by the Supreme Court in 1968. [5]In 1972, a group of Native Americans marched on Washington, D.C., to dramatize what they called a "trail of broken treaties" and present the government with a series of demands. [6]In 1973, members of AIM, the American Indian Movement, took over Wounded Knee, South Dakota, for seventy-two days to protest the government's treatment of Native Americans. [7]Since the early 1980s, several tribes have filed lawsuits to win back lands taken from their ancestors. _____
> (Adapted from Thio, *Sociology*, p. 255.)

In this paragraph, the topic sentence tells us that in the last few decades, Native Americans have begun to demand more political power. Sentences 2, 3, 5, 6, and 7 are all major details that answer the obvious question raised by the topic sentence: How have Native Americans gone about demanding more political power?

The exception is sentence 4. This sentence provides an interesting detail: In at least one case, Native Americans triumphed in the Supreme Court. However, if that sentence were eliminated from the paragraph, we would still be able to answer the question "How have Native Americans gone about demanding more political power?" Thus, sentence 4 is clearly a minor detail. It gives us relatively little information about the author's main idea. Instead, it adds to an idea already introduced in sentence 3.

Diagrammed to show the relationship between major and minor details, the above sample paragraph would look like this:



Major Details

- are less general than topic or introductory sentences.
- provide the examples, reasons, statistics, and studies that help make the main idea clear and convincing.
- answer readers' questions about the topic sentence.
- must be included in reading notes.

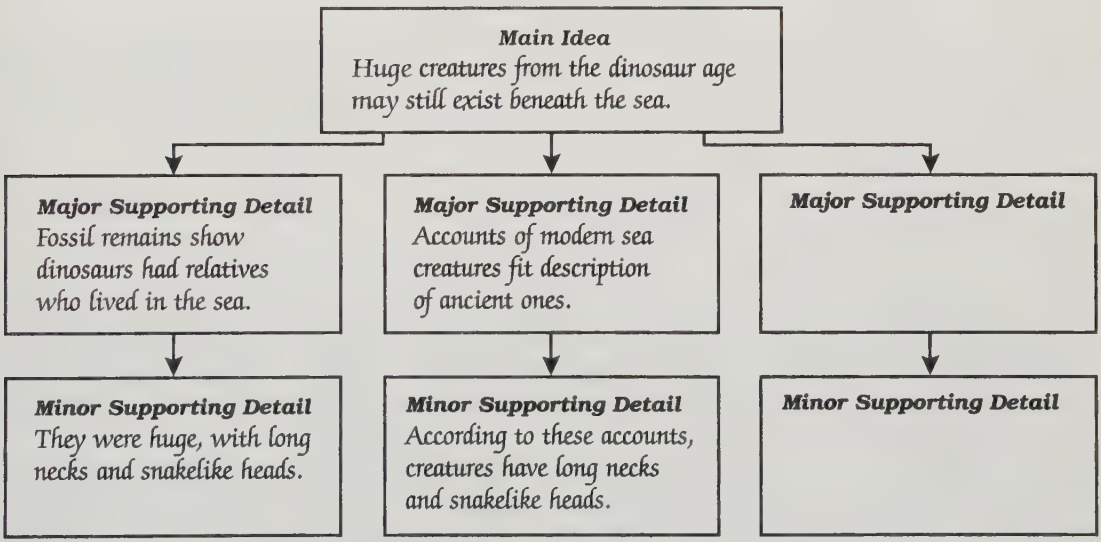
Minor Details

- are the most specific sentences in the paragraph.
- further explain major details.
- repeat key points and add colorful details.
- may or may not be important enough to include in reading notes.

EXERCISE 3

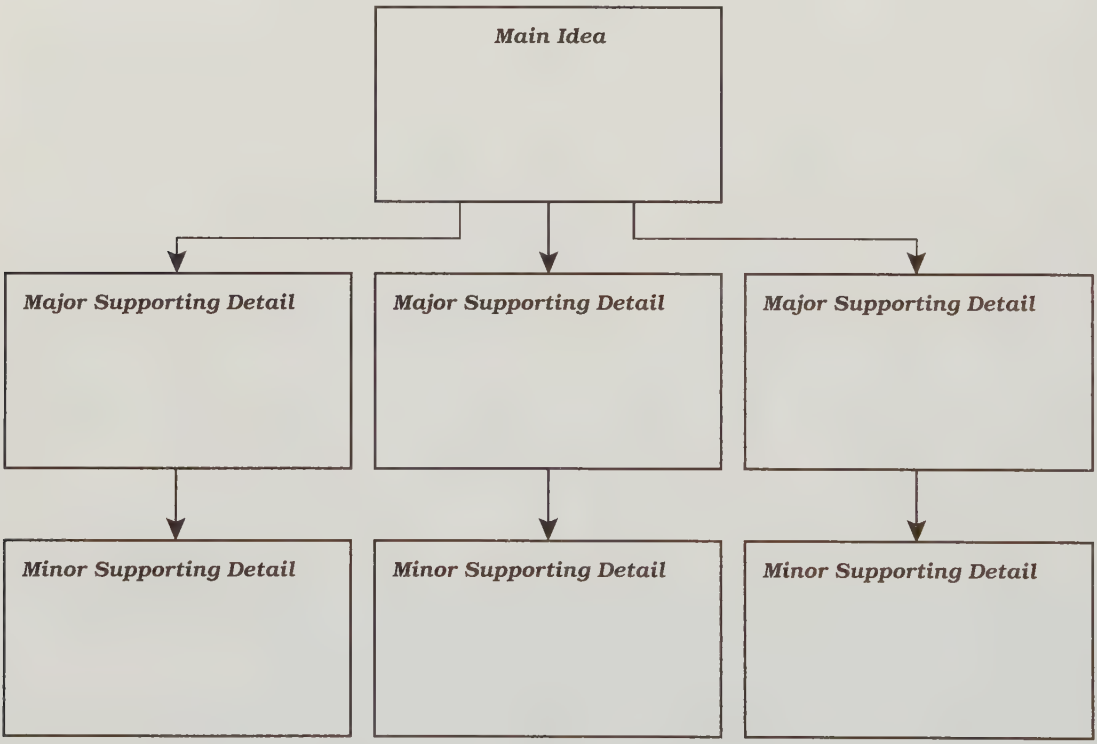
DIRECTIONS Read each paragraph and fill in the boxes. Except for the main idea, you don't have to write complete sentences if you don't wish to. A short, or abbreviated, version of the supporting details will do. *Note:* Every paragraph is followed by the same number of boxes, but you may not be able to fill in every box. It all depends on the number of major and minor details in the paragraph.

EXAMPLE It seems impossible that large prehistoric creatures are alive today. Yet huge creatures from the dinosaur age may still exist beneath the sea. After all, as fossil remains show, dinosaurs had relatives who lived in the sea. They were huge and had long necks and snakelike heads. People who maintain that dinosaurs still live point to recent accounts of strange sea creatures that fit the description of ancient sea monsters. According to reports, the modern-day sea creatures also have long necks and snakelike heads.

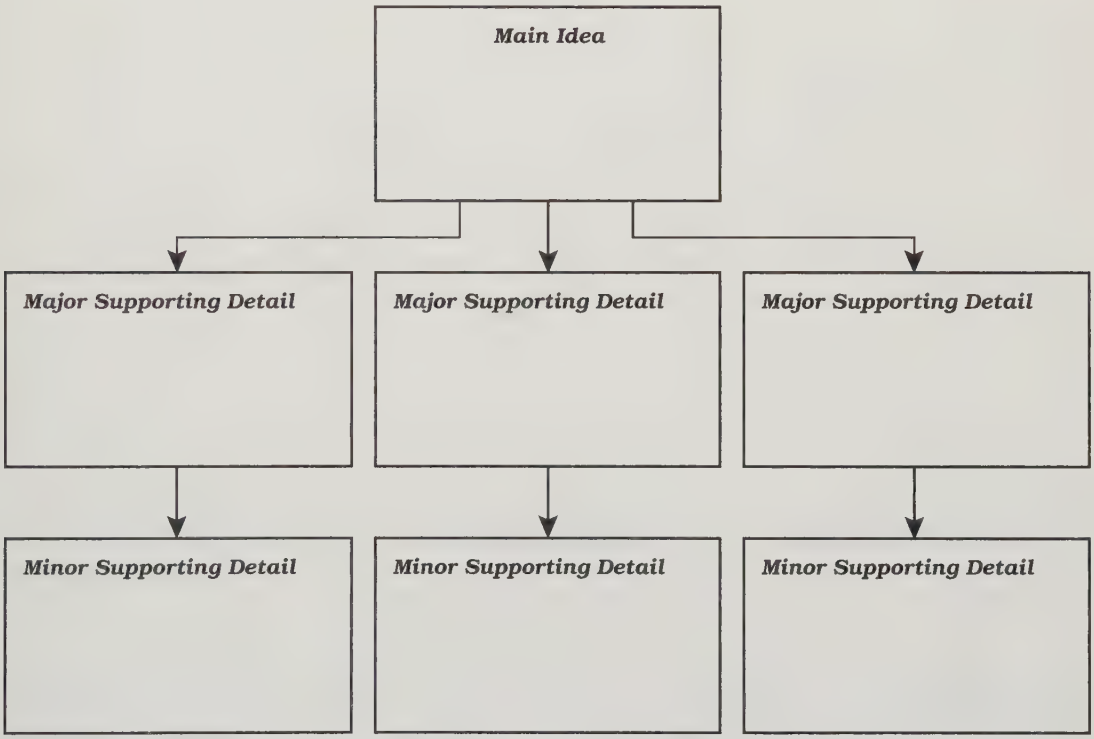


EXPLANATION The topic sentence claims that huge creatures from the dinosaur age might still exist beneath the sea. Two major supporting details help make that statement more convincing. Each major detail is followed by a minor one that adds more information.

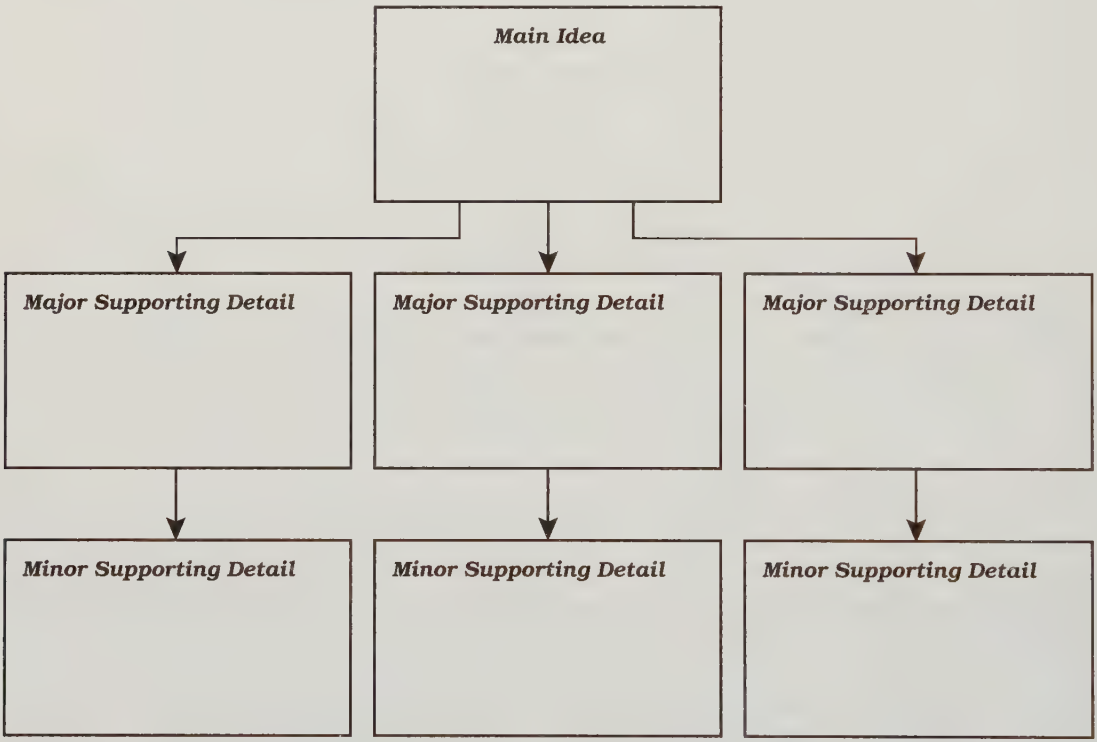
1. To the ordinary observer, the earth appears to be a solid mass. Scientists, however, know that the earth is composed of several distinct layers. Called the *outer crust,* the layer closest to the surface consists of lightweight rock that extends for about twenty miles beneath the earth's surface. Just underneath the crust is a second layer, about two thousand miles thick, known as the *mantle.* Portions of the mantle are extremely hot. The third layer, or the *core* of the earth, is made up of nickel and cobalt, and it too reaches extremely high temperatures. The temperatures are hot enough to melt both metals, but the sixty pounds of pressure borne by each square inch keeps them solid.



2. Latin American music has had a powerful influence on popular music around the world. Since the 1930s, for example, Latin rhythms have been popular among West, Central, and East African musicians. Latin rhythms have also turned up in some Middle Eastern countries. In fact, they have had a particularly strong impact on the music used by Middle Eastern belly dancers. Even American rock-and-roll now reflects significant Latin American musical influences. The use of Latin American rhythms is a big change from earlier times, when rock-and-roll relied almost exclusively on the beat of the blues.

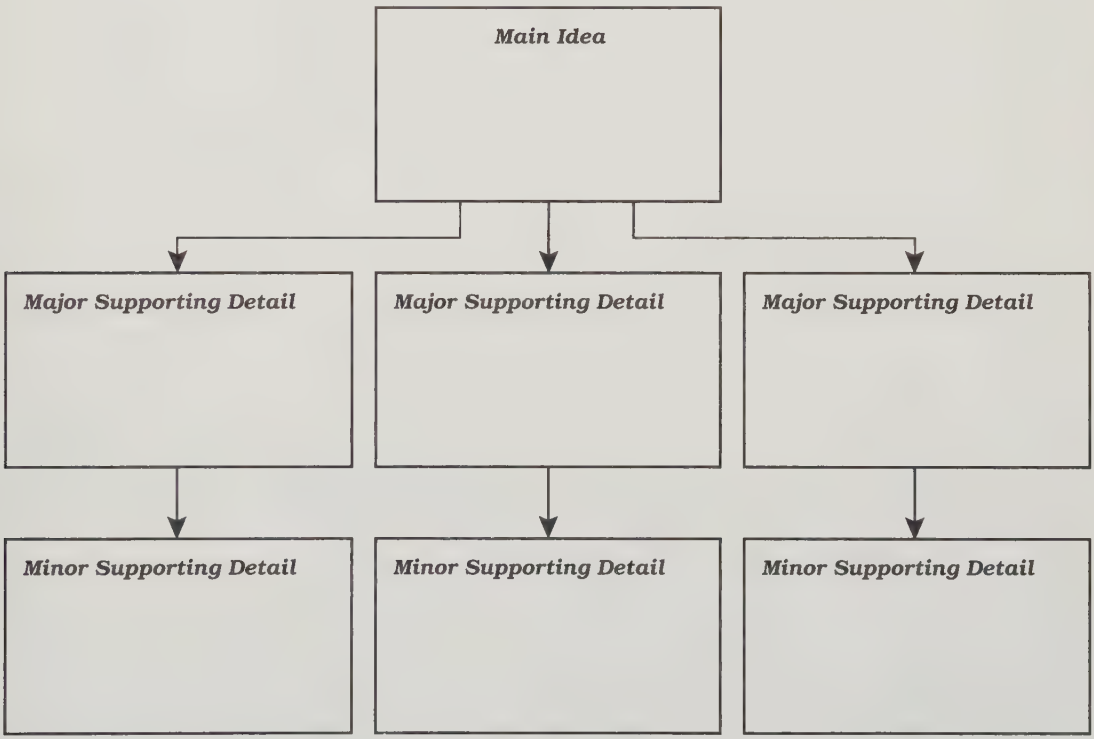


3. Scientists who study identical twins have generally come to the same conclusion. Even when identical twins are reared in different homes, they share many similarities. Observers are often struck by twins' identical facial expressions and personal habits. If, for example, one twin is a nail biter, the other is likely to be one too. Identical twins who have been separated are also likely to have similar IQ scores. They are even likely to share similar talents. If one excels* in art, music, dance, or drama, the other is also likely to excel in the same artistic fields.

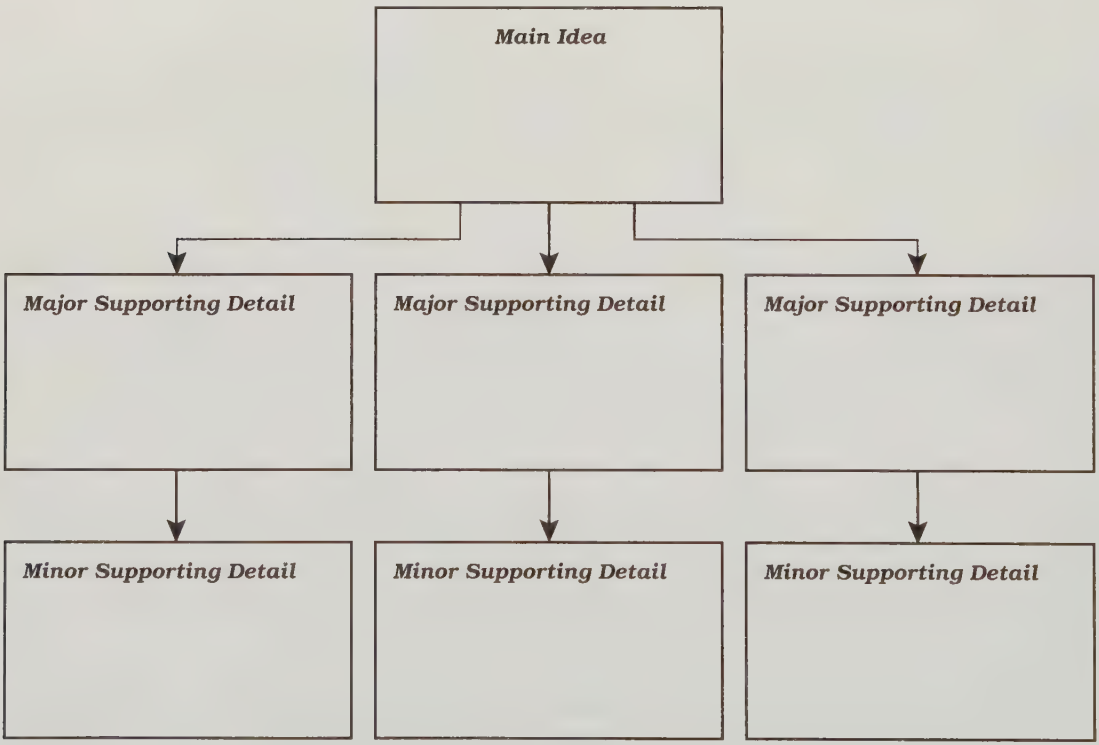


* excels: does well.

4. No one knows the exact date forks made their first appearance in European society. What is known is that in the fourteenth century, etiquette, or the rules for polite behavior, dictated that food be eaten with the fingers. References to forks begin to appear in letters and journals written in the fifteenth century. Still, at this point, forks were used only to serve food, not to eat it. By the sixteenth century, there are many references to the use of forks at banquets and feasts. Writing in his diary in 1520, for example, the silk merchant Jacques LeSaige marveled at the expensive silver forks used to cut meat in the homes of his wealthy customers.



5. Around a decade ago, the Indian federal government started a program designed to clean up the Ganges River. The program failed because the Indian states did not have the money to keep it afloat. However, there is new hope on the horizon: Impressed with the scavenging* behavior of carnivorous turtles, Indian officials in some states are using them to clean up river waste. According to officials, the turtles happily eat both animal and human carcasses. This is significant because among some religious groups, disposing of bodies in rivers is a common practice. In addition to their willingness to consume flesh, turtles also loosen the earth along the river banks, making it easier for plants to survive at the water's edge. The plants, in turn, help fight erosion at the banks, and some plants actually contribute to the water's purification. If the turtle experiment succeeds in a few states, it will be implemented throughout India, and even the Ganges may once again flow without pollutants.



* scavenging: collecting by searching.

EXERCISE 4

DIRECTIONS After reading each paragraph, identify the topic sentence by writing the correct number or numbers into the blank at the end of the paragraph. Then go back and fill in each blank within the paragraph with the letter of the appropriate minor detail.

EXAMPLE [1]The human ear is a complicated structure that can be divided into three main parts. [2]The first part is the outer ear. [3]It collects sound waves and directs them to the auditory canal. [4] c [5]The middle ear contains three small bones. [6] a [7]The middle ear is connected to the throat by a small tubelike structure known as the Eustachian tube. [8]The inner ear contains the actual hearing apparatus, a small, shell-like organ filled with fluid and nerve endings. [9]It is called the cochlea. [10] b

Topic Sentence 1

Minor Details

a. These are called the hammer, anvil, and stirrup.

b. When the nerve endings receive vibrations from the fluid in the cochlea, they transmit them directly to the hearing portion of the brain.

c. At the very end of that canal is a membrane called the eardrum, or tympanum.

EXPLANATION In this case, sentence 1 is the only sentence that could effectively sum up the paragraph. Choosing the correct minor supporting detail is easy if you use the right clues. Sentence 3, for example, mentions the auditory canal. Therefore we put sentence **c,** which refers to the canal, into the first blank. Sentence 5 mentions three small bones. Therefore, the next sentence logically should be answer **a,** which identifies those bones. Sentence 9 introduces the cochlea. Therefore, answer **b,** which mentions the cochlea, is the appropriate choice to follow sentence 9 as a minor supporting detail. (Note, too, the importance of the minor details.)

1. [1]In October 1957, the Russians leaped into the space age with the launching of a satellite* that became world famous as *Sputnik.* [2]Awed by this breakthrough, America intensified its efforts to improve its satellite technology. [3]Since that time, the United States has rivaled Russia by launching its own share of satellites. [4]Hundreds of American satellites have been successfully propelled into the air.

* satellite: a mechanical device launched into space.

[5]As our technology improves, scientists expect that many more satellites will be used. [6]_____ [7]The military, which already makes extensive use of satellites, will also continue to do so in the future. [8]_____ [9]Although they possess no satellites of their own, less industrialized countries have already laid claim to precious air space. [10]_____

Topic Sentence _____

Minor Details

a. If they gain the technology to launch satellites in the future, these countries do not want to discover that all usable orbits* have been taken.

b. Certainly the use of satellites in global communication will continue to increase.

c. Military satellites are essential to intelligence gathering.

2. [1]The Galapagos are volcanic islands located about six hundred miles from South America's Pacific coast. [2]With their barren landscape, the islands do not seem the ideal spot for a summer vacation. [3]Nevertheless, the Galapagos have begun to attract growing numbers of tourists, and that increase in tourism has caused a variety of problems. [4]Some tourists, planning a long stay, have brought their pets with them. [5]_____ [6]In addition, many tourists have decided that the tortoises inhabiting the island make splendid souvenirs. [7]_____ [8]Even the tourists who bring no pets and steal no tortoises have managed to injure the island's fragile environment. [9]They do not realize, for example, that killing a stray spider can actually harm the balance of nature. [10]_____

Topic Sentence _____

Minor Details

a. Hundreds of tortoises have been captured and taken off the island.

b. Unhappily, those pets have often destroyed vegetation needed to support the wildlife population.

c. Spiders are needed in great numbers to keep numerous island pests under control.

3. [1]Progeria is a genetic disorder that strikes children. [2]Victims of the disease experience rapid aging. [3]_____ [4]First mentioned at the turn of the century, progeria is extremely rare. [5]_____ [6]Usually the disease goes undetected until just past infancy when children suddenly stop

* orbits: the paths of satellites or planets in space.

growing. [7]_____ [8]Death usually occurs in the teens, often from a disease associated with aging, such as hardening of the arteries.

Topic Sentence _____

Minor Details a. It occurs about once in eight million births.

b. Children with progeria seldom reach a weight of more than fifty pounds.

c. For every one year, their bodies age ten.

4. [1]In 1954, the Supreme Court ruled in *Brown v. Board of Education* that "separate educational facilities are inherently* unequal." [2]The Supreme Court's *Brown* decision encouraged African Americans to integrate all public facilities. [3]As a result, the civil rights movement officially began in Montgomery, Alabama, in December 1955 when Rosa Parks refused to give up her seat on a city bus to a white man. [4]_____ [5]Led by the Reverend Martin Luther King, Jr., African Americans reacted to her arrest by organizing a boycott. [6]_____ [7]The protests continued, with civil rights workers fanning out all over the South. [8]However, the civil rights bill designed to end segregation in all public facilities remained stalled in Congress. [9]_____

Topic Sentence _____

Minor Details a. The bill finally passed in 1964.

b. Consequently, Parks was arrested and taken to jail.

c. The boycott lasted a year and ended when the federal court ruled that Alabama's bus segregation laws were unconstitutional.

5. [1]For centuries, the shroud of Turin has been an object of fascination to Christians and non-Christians alike, and so far, the many tests performed on the shroud have served only to increase its mystery. [2]A fourteen-foot piece of linen fabric, the shroud is believed to have been the cloth in which Jesus of Nazareth was wrapped after his death on the cross. [3]Normally it lies hidden behind the iron grille on a Turin altar. [4]But in 1978, an exhibition was held to celebrate the four hundredth anniversary of the shroud's discovery. [5]_____ [6]Markings on the shroud revealed the faded image of a naked man laid out for burial. [7]_____ [8]For a while, experts were puzzled when special photographs revealed bulges around the eyes. [9]_____ [10]The shroud of Turin was also exhibited in 1998, when Pope John Paul II knelt

* inherently: at the core, by nature.

before it in silent prayer. [11]Two years later, it was on exhibit again, from August 12 to October 22, 2000.

Topic Sentence _____

Minor Details

a. But that mystery was solved when someone pointed out that the Romans placed coins over the eyes of the dead.

b. Strongly built and with regular features, his face is partially covered by a beard.

c. During the anniversary celebration, scientists were allowed to examine the cloth.



Expanding Your Horizons

To see a picture of the shroud of Turin and learn more about it, go to http://www.shroud.com. You can also tell your search engine to find sites devoted to the "Shroud of Turin."

Reminder: Major details are always essential to your understanding of the paragraph, but minor details can sometimes be important, too. It all depends on the paragraph.



Topic Sentences Can Help Identify Major Details

One way to distinguish between major and minor details is to imagine the questions that a topic sentence is likely to raise in a reader's mind and then look for sentences that answer those questions. The sentences that provide answers are most likely to be major details.

However, you should also be alert to words and phrases in topic sentences that can help you identify major details. Here are three examples of topic sentences taken from paragraphs you've already read. Pay special attention to the underlined words.

1. Child abuse can take several different forms.
2. Psychologists have identified three styles of parenting.
3. Even when identical twins are reared in different homes, they show many similarities.

All of the underlined phrases—several different forms, three styles of parenting, and many similarities—refer to some larger group that can be broken down into smaller subgroups. Such words and phrases are important because they tell you what kind of major supporting details you need to look for. In other words, each time you locate a different form, another style, or an additional similarity, you have also found a major detail.

For an illustration, read the next paragraph. Circle the word or phrase in the topic sentence that tells you what type of major detail you need to locate. Then label each of the supporting details as a major (*M*) or a minor (*m*) detail.

Topic Sentence

[1]Feminists scored two impressive legal victories in the 1970s. [2]In 1974, Congress passed the Equal Credit Opportunity Act, which enabled women to get bank loans and obtain credit cards on the same terms as men _____. [3]Many states also revised their laws on rape, prohibiting defense lawyers from trying to discredit rape victims by revealing their previous sexual experience _____. [4]Prior to this time, a woman's sexual history could be used to challenge her accusation of rape _____. (Adapted from Norton et al., *A People and a Nation*, p. 1045.)

Did you circle the phrase "two impressive legal victories"? If you did, you're right: That is the key phrase. What about the supporting sentences? Did you label sentences 2 and 3 as major details and sentence 4 as a minor one? Again, you're right. Sentences 2 and 3 introduce the two individual victories referred to in the phrase "two impressive legal victories," whereas sentence 4 further explains the victory described in sentence 3.

Whenever you identify a topic sentence, be alert to any words or phrases telling you that some larger group can be broken down into smaller parts. Usually, if you can identify the parts of that larger whole, you have also identified all the major details. Although there are many such words and phrases, the following chart lists some of the most common. Watch for them as you read.

Words and Phrases That Help Identify Major Details

among the causes, results
a number of ways
categories
classes
characteristics
differences
examples
groups
kinds
methods
numerous cases, people, studies
several advantages, cases, studies, goals
similarities
stages
steps
traits
types of symptoms



Transitions and Major Details

In addition to topic sentences that announce the type of major detail you need to look for, there are other clues that can help you decide whether a detail is major or minor. To help you locate the supporting reasons, advantages, facts, and so on, writers often include transitions like *furthermore, moreover,* and *also.* Unlike the transitions in Chapter 4, which signaled a reversal in the opening train of thought, these transitions signal addition or continuation. They are the author's way of saying to readers, "Here's another reason, illustration, advantage, or consequence to consider." Look, for example, at the following passage and pay close attention to the italicized transitions.

> There are a number of reasons why parents should not allow young, impressionable children to watch televised wrestling. Wrestling suggests to children that violence has no real consequences. After all, in a wrestling match, no one really gets hurt because most of the wrestlers come back the following week. *Furthermore,* wrestling suggests that people are valued according to the damage they can do since the superstars of wrestling are those men and women who most effectively hurt and humiliate their opponents. This is not an especially good message to be giving children. *In addition,* wrestling celebrates incredibly loutish behavior. Watching a wrestling match on television, it's hard to say whose behavior is more disreputable,* the wrestlers shouting at the top of their lungs that

* disreputable: lacking in respectability or manners.

they are going to demolish their opponent, or the scantily clad women who parade around exhibiting score cards and occasionally jump in the ring to join the fray.*

In this paragraph, the author opens with a topic sentence that sends a clear message: Young, impressionable children should not be allowed to watch televised wrestling. Although the author takes for granted the reader's ability to make the connection between the main idea and the first reason for taking that position, she wants to be sure that the remaining reasons stand out. To that end, she signals their presence with the words *furthermore* and *in addition.* They are her way of telling readers, Here are more reasons why you should share my point of view.

As you might suspect, transitions like the ones listed below don't always introduce major details. However, they introduce them often enough for you to be aware of the relationship between the two.

Transitions That Signal Continuation or Addition

Also	For this reason	Second, Third, Fourth
And	Furthermore	Similarly
Finally	In addition	Then
First	Last	Therefore
First and foremost	Last of all	Thus
First of all	Lastly	Too
For example	Moreover	
For instance	Next	

Exercise 5

DIRECTIONS Read each paragraph and answer the questions about the topic sentence. Then paraphrase and list all the major details. Circle any transitions that signal continuation or addition.

EXAMPLE [1]Although the famed magician Harry Houdini could have benefited from his audience's belief in the world of spirits, he tried in a number of ways to expose the fakery behind supposed supernatural happenings. [2]Throughout his career, Houdini care-

* fray: battle, contest, test.

fully investigated and proved false hundreds of claims by people who said they could communicate with the spirit world. [3]Moreover, he kept a file of fake mediums* and he instructed that upon his death, the file be made public. [4]To ensure that his wishes were carried out, Houdini entrusted a key to the file to his friend and fellow magician Joseph Dunninger. [5]Houdini also liked to dispel the "magic" behind his tricks and explain how they were performed. [6]This was his way of proving to people that miracles could actually be faked.

a. Sentence 1 is the topic sentence.

b. What word or phrase provides a clue to the major details?

a number of ways

c. Number and list all the major details according to the order in which they appear.

1. *Houdini investigated and disproved hundreds of fake claims about people in touch with spirits.*
2. *Houdini kept a file on people claiming to be in touch with the spirits and left instructions that the file should be published on his death.*
3. *Houdini explained how his tricks were performed.*

EXPLANATION The topic sentence is the first sentence in the paragraph. It's the only sentence general enough to sum up the rest of the paragraph. The phrase "a number of ways" is a clue to the major details. It tells you that each way, or method, of exposing trickery is a major detail. Sentences 2, 3, and 5 all describe different techniques Houdini used to uncover fakes. These three sentences are major details, and they are paraphrased in the blank lines.

1. [1]The honeybee is a social insect that can survive only when it is part of a community. [2]Within the community, all of the honeybees have a number of special functions that help ensure survival. [3]The queen, for example, is the only sexually productive female in the community; she gives birth to all of the drones, workers, and future queens. [4]Her capacity for laying eggs is enormous, and her daily output often exceeds 1,500 eggs. [5]Although lacking the ability to mate or reproduce, worker bees secrete wax, build the honeycomb, gather food,

* mediums: people who claim they can communicate with the dead.

turn nectar into honey, guard the hive when necessary, and regulate its temperature. [6]When, for instance, the hive becomes too hot, worker bees cool the air by fanning their wings. [7]In contrast to the worker bees, drones have only one function—to mate with the queen. [8]After mating, which always takes place in flight in the open air, a drone immediately dies; he has served his sole function and is no longer necessary to the community.

a. Sentence ____ is the topic sentence.

b. What word or phrase provides a clue to the major details?

c. Number and list all the major details according to the order in which they appear.

2. [1]The religion of the Hopi Indians includes several different ceremonies intended to influence or pay respect to nature. [2]In the Bear Dance, for example, as many as two hundred masked and painted dancers represent the Kachinas, spirits associated with growing and distributing food.* [3]The purpose of the Bear Dance is to ensure that spring will bring a lush harvest. [4]The Snake Dance, which takes place every second August, is a plea for rain. [5]During the ceremony, the dancers twine live rattlesnakes around their shoulders. [6]Once open to visitors, the Snake Dance is now closed to all outsiders. [7]Visitors, however, may still be present for the Corn Dance, which is supposed to encourage a rich crop.

a. Sentence ____ is the topic sentence.

b. What word or phrase provides a clue to the major details?

c. Number and list all the major details according to the order in which they appear.

* The word *Kachinas* can also refer to the spirits of ancestors and the forces of nature.

3. [1]To write his book *Hindsights: The Wisdom and Breakthroughs of Remarkable People,* author Gary Kawasaki interviewed thirty-two people he considered out-of-the-ordinary. [2]According to Kawasaki, the men and women he interviewed had a number of traits in common that had helped make them successful. [3]One of the most critical traits was a willingness to tolerate failure without giving up. [4]Instead of giving up, the people Kawasaki interviewed analyzed their mistakes and figured out what they had done wrong. [5]Then they tried again. [6]For them, failure did not equal defeat. Kawasaki's subjects were also willing to learn from others, and they were never too proud to ask for help or advice. [7]In addition, Kawasaki discovered that people with remarkable lives refused to call themselves victims, no matter what the circumstances. [8]From their perspective, any obstacle could be overcome.

a. Sentences _____ and _____ make up the topic sentence.

b. What word or phrase provides a clue to the major details?

c. Number and list all the major details according to the order in which they occurred.

4. [1]To many people, a life sentence without parole has definite advantages over the death penalty. [2]First of all, a life sentence without parole protects society without taking human life. [3]Second, it eliminates lengthy court appeals of a death sentence. [4]Finally, a life sentence without parole ensures that criminals really pay for their

crimes by staying in jail. [5]With parole allowed, a life sentence can be as short as fifteen years. [6]However, a life sentence without parole means just that. [7]It lasts a lifetime.

a. Sentence ____ is the topic sentence.

b. What word or phrase provides a clue to the major details?

c. Number and list all the major details according to the order in which they appear.

5. [1]An **inventory** is a stock of goods and materials. [2]In general, factory managers are concerned with three types of inventories. [3]The first type of inventory, *raw-materials inventory*, consists of parts and materials that will become part of the final product. [4]The second, a *work-in-progress inventory*, consists of partially completed products. [5]The third, a *finished-goods inventory*, consists of completed goods that are awaiting shipment to customers. (Adapted from Pride et al., *Business*, p. 213.)

a. Sentence ____ is the topic sentence.

b. What word or phrase provides a clue to the major details?

c. Number and list all major details according to the order in which they appear.



Expanding Your Horizons

If you want to learn more about the Hopi Indians and their ceremonies, go to http://www.3mesas.com.



Concluding Sentences and Supporting Details

At this point, you are familiar with every kind of sentence that can appear in a paragraph except for one—the concluding sentence. As the name implies, **concluding sentences** come at the very end of a paragraph. Unlike the supporting sentences that precede them, concluding sentences don't directly develop the topic sentence or modify a major detail. Instead, they describe the result or outcome of some problem or event referred to in the paragraph. Although not all paragraphs end with concluding sentences, some do. You need to recognize them when you see them because concluding sentences usually contain significant information, although as always, context is the determining factor.

The following paragraph illustrates how a concluding sentence differs from a supporting detail.

> In 1692, Salem, Massachusetts, was the scene of a series of witchcraft trials. The trials began when two young girls who appeared to be suffering fits accused several men and women in the town of dealing with the devil. The girls' accusations were believed, and before the townspeople came to their senses, nineteen men and women had been hanged and hundreds of others had been cruelly tortured and imprisoned. Following the Salem experience, witchcraft trials practically disappeared from the colonies.

The topic of the paragraph is witchcraft trials in Salem; the topic sentence of the paragraph tells readers that in 1692 Salem was the scene of witchcraft trials. All the remaining sentences in the paragraph, except the last one, tell us more about the Salem trials. The last sentence tells us what happened in the colonies after the Salem experience. The last sentence is a good example of a concluding sentence.

If you're reading a paragraph and encounter a concluding sentence, don't assume it's unimportant because it does not directly develop the main idea. Concluding sentences can include significant information, and they deserve your attention. At the very least, you need to decide whether or not they are essential to your understanding of the paragraph.

The following exercise will give you practice in recognizing conclud-

ing sentences. But don't be fooled. Not all paragraphs end with concluding sentences. Many end with a major or minor supporting detail.

Exercise 6

DIRECTIONS The topic sentence in each paragraph has been underlined. After reading the paragraph, choose the letter of the answer that best describes the final sentence of the paragraph.

EXAMPLE In 1856, Henry Bessemer invented a new method for manufacturing steel, one that consisted of three basic steps. First, a blast of cold air was forced through the mass of hot melting iron. The enormous heat created then burned out the impurities in the iron and left it ready for the final step—the addition of carbon, manganese, and other substances that produced good-quality steel. The introduction of the Bessemer process revolutionized the steel industry.

a. The last sentence in the paragraph provides a supporting detail.

(b.) The last sentence in the paragraph is a concluding sentence.

EXPLANATION The last sentence does not further explain the topic sentence. It does not describe one of the three basic steps in the Bessemer process. That eliminates answer **a**, making answer **b** the correct choice.

1. In 1886, French chemist Louis Pasteur believed that he had found a vaccine to combat the dreaded disease called rabies. Pasteur, however, was fearful of using the rabies vaccine on human beings until the decision to use it was forced upon him. On July 6, 1886, a young boy named Joseph Meister was brought to Pasteur for treatment. The boy had been bitten on the arms and legs by a rabid dog. Pasteur consulted with several physicians who assured him that the boy was going to die. It was only then that Pasteur decided to use his rabies vaccine. Meister lived to become gatekeeper of the Pasteur Institute and committed suicide fifty-five years later.

a. The last sentence in the paragraph provides a supporting detail.

b. The last sentence in the paragraph is a concluding sentence.

2. While human beings like to think of themselves as the only animals who possess total control over all their actions, this belief is not based on fact. A strong emotion such as fear can cause reactions that are totally beyond human control. For example, it is well known that human beings often tremble when frightened. The trembling is involuntary and ceases only when danger is past. Similarly, children

and adults have been known to urinate when placed in fear-producing situations.

a. The last sentence in the paragraph provides a supporting detail.

b. The last sentence in the paragraph is a concluding sentence.

3. Until the sixteenth century, people believed that the earth was the center of the universe. However, in 1543, Nicolaus Copernicus, a Polish astronomer, challenged the traditional world view. In his book *Concerning the Revolutions of the Heavenly Bodies*, Copernicus insisted that the earth revolved around the sun and that the sun was the real center of the universe. He further argued that the apparent revolution of the sun around the earth was caused by the earth's daily rotation on its own axis. Although Copernicus's theory was essentially correct, it was not accepted until well into the seventeenth century.

a. The last sentence in the paragraph provides a supporting detail.

b. The last sentence in the paragraph is a concluding sentence.

4. Whether or not a war should have been fought can always be debated. The prowar forces can always come up with a reason why a war should be waged; the antiwar forces are perfectly able to prove the opposite. However, there was one war that everybody agreed had to be fought; that was World War II. In the face of Hitler's murder of millions of human beings, few people were willing to question the need to stop him. And anybody who thought he could be persuaded by peaceful means just had to look at the promises he had broken when dealing with England and Russia.

a. The last sentence in the paragraph provides a supporting detail.

b. The last sentence in the paragraph is a concluding sentence.

5. Because viruses are difficult to classify, several different systems have been put forward. Probably the most commonly used system classifies viruses according to their host cells; according to the system, there are three groups of viruses: animal, plant, and bacterial. On the whole, animal viruses are much more complex than plant viruses and have, therefore, been given distinct names like *poxvirus* and *parvovirus*. In contrast, plant viruses are named according to the host they invade, for example, the tobacco virus. Bacterial viruses, also called *bacteriophages*, or *phages*, are usually identified by a system of letters and numbers, like the T-2 bacteriophage.

a. The last sentence in the paragraph provides a supporting detail.

b. The last sentence in the paragraph is a concluding sentence.

End-of-Chapter Reading 6

DIRECTIONS What follows are the supporting detail paragraphs from a multi-paragraph excerpt. What's missing is the opening paragraph stating the main idea. Begin by reading the details. Then look at the four paragraphs that follow. Each one introduces a main idea that could be developed in several paragraphs. You need to choose the main idea that matches the supporting details in paragraphs one through four.

ALCOHOL ON CAMPUS: WHO'S RESPONSIBLE?

1 In print, on television, and on the Internet, advertisements for liquor, beer, and wine often seem directed at audiences too young to purchase the products legally. According to Mediamark Research, Inc., for example, almost half the readers of *Spin*, *Rolling Stone*, and *Allure* are under twenty-one. Yet the magazines contain numerous ads for Absolut, Bacardi, Beefeater, Jim Beam, and many other brands of alcoholic beverages. *Advertising Age* recently reported that during a single week on MTV, both Anheuser-Busch and Miller Brewing Company had commercials on programs for which over half the audience was under the legal drinking age. The Center for Media Education claims that marketers of alcoholic beverages deliberately use the Internet to appeal to young people by filling their Web sites with games and linking their products to teenage icons like the Spice Girls.

2 Alcohol marketers know that sweet and fruity alcoholic drinks, such as Jim Beam's new "Shooters" with licorice, berry, and lemon flavorings, appeal to young people's tastes. They also know that beer commercials featuring cartoon animals capture the attention of young audiences and that interactive Web sites can attract underage drinkers. When they act on this knowledge, are their advertising practices ethical? Critics answer with a resounding "no."

3 All alcohol marketers vehemently deny that they target underage drinkers. One Wine Institute spokesperson asserts that there is "no truth to the premise that alcohol marketers target television ads to audiences predominately made up of those under twenty-one." The marketing manager for Hiram Walker insists that his company "always, always, always wants to target people over the legal drinking age." The Beer Institute says that advertising has nothing to do with alcohol abuse. What they all contend is that there is nothing unethical about marketing a legal product.

4 Anheuser-Busch and Miller recently stopped advertising on MTV. At the same time, however, the Distilled Spirits Council lifted its self-imposed ban on television advertising. If the alcoholic beverage industry does not regulate itself, analysts agree, they will have restrictions imposed on them. The Federal Communications Commission is already studying the potential effects of television advertising on underage drinking, and the Robert Wood Johnson Foundation is funding a similar study. The National Council on Alcoholism and Drug Dependence and twenty-three other national groups, including MADD and the National P.T.A., are petitioning the FCC to order television stations to run responsible public service announcements about drinking. And many are calling for a ban on alcohol advertising altogether. (Adapted from Pride et al., *Business*, p. 400.)

Match the Main Idea to the Supporting Details

a. On almost every college campus you can name, there is evidence that students are consuming a lot of alcohol and that consumption of alcohol is leading to real problems on campus. In several different studies, increased alcohol consumption has been linked to traffic accidents, date rape, and fraternity hazing. Unfortunately, in an effort to find a reason for this increase, parents and educators have decided to blame the makers of alcoholic drinks. But if they are looking for someone to blame, they might want to check a little closer to home.

b. On our college campuses, excessive alcohol consumption is an epidemic. Yet while everyone—except, perhaps, for the consumers—knows that this is a dangerous trend, few parents or college administrators have mentioned what would seem to be an obvious solution. All drinking on campus needs to be made illegal and the penalties for illegal drinking need to become severely punitive.*

c. Although it is clearly unethical for alcohol advertising to target youthful audiences, focusing on that issue may be a mistake. The real question that has to be addressed is a hard one, but at the very least it has to be posed: Why are young people today turning to alcohol in such alarming numbers? Parents and educators must work together to discover what in our culture is making our kids drink to excess.

* punitive: harsh.

d. On college campuses across the United States, alcohol consumption is resulting in more date rape, more fatal automobile accidents, and more serious repercussions from binge drinking. Drinking is also commonplace among some high school and even junior high students. Although no one places the blame for the drinking problem among young people solely on the alcohol industry, government officials, industry analysts, and parent groups do believe that liquor advertisements targeting youthful audiences are contributing to the problem.

Word Notes: Introducing Acronyms

Remember the word *NASA* on page 248? As the note explained, the word comes from combining the initials of the words *N*ational *A*eronautics and *S*pace *A*dministration. That word is a good example of an acronym. Sometimes acronyms are formed only from first initials, but they can also be created from word parts as in the word *radar*, which is derived from *ra*dio *de*tecting *a*nd *r*anging.

Find the meaning for each of the following acronyms by either looking in a desk dictionary or going to www.acronymfinder.com. If you decide to use the Web site address, make sure to write down just the most common definition.

1. laser _____

2. NATO _____

3. scuba _____

4. AWOL _____



Test 1: Reviewing the Key Points

DIRECTIONS For each of the following questions, circle either *T* for true or *F* for false.

1. Confusion between writer and reader is more likely to arise when the writer moves to a more specific level. *T* *F*

2. You can usually determine what supporting details contribute to the main idea by asking two key questions. *T* *F*

3. Supporting details can take many different forms, but their function remains the same: They prove, clarify, or suggest a topic sentence. *T* *F*

4. When it comes to understanding a paragraph, supporting details are much more important than topic sentences. *T* *F*

5. Major details are bound to be more general than topic or introductory sentences. *T* *F*

6. Major details provide the examples, reasons, studies, and statistics that help clarify and explain the main idea. *T* *F*

7. Minor details should never be included in your notes. *T* *F*

8. Major and minor details are always essential to understanding the topic sentence. *T* *F*

9. Transitions signaling continuation or additions always introduce major details. *T* *F*

10. Like supporting details, concluding sentences help explain the main idea. *T* *F*

To correct your test, turn to page 641 in the back of the book. If you get an answer wrong, review the pages indicated in the key. The page numbers appear in parentheses.

Test 2: Recognizing Supporting Details

DIRECTIONS The first sentence in each group of sentences is the topic sentence. That topic sentence is followed by five supporting details. Circle the letters of the three sentences that help make the topic sentence clear and convincing.

***Topic Sentence* 1.** Over the years, salamanders—small, lizardlike creatures that walk on four legs—have been the focus of numerous legends.

Supporting Details

a. In England, a salamander is also the name of a portable stove.

b. The philosopher Aristotle claimed that salamanders could put out fires simply by walking through them.

c. The word *salamander* comes from the Greek word *salamandra.*

d. It was once believed that twining a salamander around a tree would kill the tree and poison its fruit.

e. According to legend, four thousand soldiers died when they drank from a stream into which a salamander had fallen.

***Topic Sentence* 2.** The Walt Disney film *Pinocchio* is based on a novel by nineteenth-century Italian writer Carlo Collodi, but the novel was a good deal more violent than the film.

Supporting Details

a. In both the novel and the film, Pinocchio is transformed into a donkey.

b. Disney's *Pinocchio* did not achieve the popularity of the fabulously successful *Snow White.*

c. In Collodi's novel, when Pinocchio is attacked by a cat, he bites off the cat's paw.

d. In the Italian version, Pinocchio kills a talking cricket when the insect tries to keep him from getting into trouble.

e. In the novel, when Pinocchio falls asleep by the fire, he wakes up with his wooden feet burned off.

***Topic Sentence* 3.** Until a cure was discovered in the nineteenth century, scurvy, a disease caused by a lack of vitamin C, plagued sailors on long sea voyages.

Supporting Details

a. In the late 1490s, the explorer Vasco da Gama lost more than half of his crew to scurvy.

b. In his autobiography, *Two Years Before the Mast,* nineteenth-century writer Richard Henry Dana described the sufferings of

a fellow sailor who had contracted scurvy: "His legs swelled . . . his flesh lost its elasticity . . . and his gums swelled until he could not open his mouth."

c. Scurvy no longer plagues sailors who spend long periods of time at sea.

d. During the Napoleonic wars (1803–1814), French soldiers who did not have daily doses of vitamin C suffered from scurvy, but British soldiers, who drank daily doses of lime juice, escaped the disease.

e. British sailors became so associated with the drinking of lime juice, they were nicknamed "limeys," and that name stuck with them into the twentieth century.

Topic Sentence 4. For centuries, dogs have held a very special place in the hearts of humans.

Supporting Details

a. In the fifteenth and sixteenth centuries, no high-born lady was complete without her lap dog, and many women took their pets to church.

b. Unlike most dogs, border collies would rather work than play.

c. The eighteenth-century poet and scholar Samuel Johnson was quick to put humans in their place, but he doted on his pet dog.

d. Even the French Emperor Napoleon (1769–1821) claimed that his beloved Josephine preferred her dog Fortuné to him.

e. Some people do not understand the bond that can develop between human beings and their pets.

Topic Sentence 5. In 1985, a number of Americans were charged with spying; two of the cases were among the most serious in America's history.

Supporting Details

a. In 1985, the ex-wife of John Walker, Jr., helped the government uncover a network of spies.

b. For years, Walker, a former Navy officer, had used his security clearance to sell secret information to the Russians.

c. In 1951, when it was discovered that they were spies, Guy Burgess and Donald Maclean escaped to Moscow.

d. Burgess and Maclean were warned by Kim Philby, the spy who betrayed both the United States and Britain.

e. In 1985, the U.S. government was shocked to discover that Jonathan Jay Pollard had been spying for its friend and ally, the Israeli government.

Test 3: Recognizing Supporting Details and Concluding Sentences

DIRECTIONS Read each paragraph. The topic sentence in each paragraph is underlined. Label each of the following sentences as a major (*M*) or minor (*m*) detail. If you think the paragraph ends with a concluding sentence, write a *c* in the final blank.

1. [1]Surprising as it may seem to those of us who grew up with him, Santa Claus was not always pictured as a roly-poly figure with chubby cheeks, a big belly, and a long white beard. [2]The Santa Claus we know today was created in the mid-nineteenth century by the cartoonist Thomas Nast. [3]The European ancestor of our Santa Claus, Saint Nicholas, was always pictured as a tall, lean, and bearded bishop who bore no trace of extra fat _____. [4]However, during the years 1863 to 1885, Nast was commissioned by *Harper's Weekly* to do a series of Christmas drawings; during that twenty-two-year period, he created the pudgy figure so beloved by children today _____. [5]It was Nast who decided that Santa should wear a fur-trimmed red suit and hat _____. [6]Nast's cartoons also showed the world how Santa spent his entire year—making toys, checking on children's behavior, and reading their letters _____. [7]Ultimately, however, Nast's fame rests not on his Santa Claus drawings but on his cartoons attacking political corruption* _____.

2. [1]Although we associate penguins with the Antarctic, only two of approximately twenty species live on the continent of Antarctica. [2]These are the two largest, the emperor and the king penguins _____. [3]Both of them stand about four feet high _____. [4]Most other species are found on the islands in the Antarctic region, but a few breed as far north as Australia, New Zealand, South Africa, and South America _____.

3. [1]Leadership and management are in some ways similar forms of influence, but in one very crucial way they are quite different. [2]Managers can direct the efforts of others because of their status or power within an organization _____. [3]Simply put, employees follow the directions of a manager largely because they know that not to do so would endanger their jobs _____. [4]Leaders, in contrast, don't have to rely on their position or rank; often it is the power of their personality that makes them an influence to be reckoned with_____. [5]At

* corruption: dishonesty, wrongdoing.

the Marriott Corporation, for example, employees often go beyond their normal duties largely because they respect and admire Bill Marriott _____.

4. [1]Many of us use recitation to remember what we have read. [2]Having finished our reading, we mentally repeat the key points. [3]However, most of us don't realize that there are two different kinds of recitation: active and passive. [4]When we use *active* recitation, we paraphrase, that is, we repeat key points in our own words_____. [5]When we use *passive* recitation, we repeat what we see before us in the text _____. [6]We don't even attempt to replace the author's words with our own _____. [7]Over the years, numerous studies have shown that active recitation combined with visualization improves students' ability to remember what they have read _____.

5. [1]The first American comic strip appeared in 1894. [2]Comic books, however, arrived after the turn of the century, and it wasn't until the 1930s that comic books successfully entered American culture. [3]The first comic book, published by Dell Publishing Company, was a huge failure, but the second one, also published by Dell, succeeded _____. [4]Called "Famous Funnies," the comic book cost ten cents, and all thirty-five thousand copies quickly sold out _____. [5]Not surprisingly, many more comic books followed, most of them featuring cartoon characters, such as Popeye and Flash Gordon, that had originally appeared in newspapers _____. [6]The biggest comic book breakthrough, however, came in 1938 with the introduction of a red-caped, blue-suited figure called Superman _____. [7]Appearing in the first issue of *Action Comics*, Superman was an immediate sensation _____. [8]Today, that first issue of *Action Comics* can fetch its owner around one hundred thousand dollars _____.

Test 4: Identifying Topic Sentences, Irrelevant Details, and Concluding Sentences

DIRECTIONS Read each paragraph. Then answer the questions by filling in the blanks or circling the letter of the correct answer.

1. [1]Questions about whether snakes ever walked on legs have long intrigued scientists. [2]But without any fossil evidence, there seemed no possibility of an answer. [3]That state of affairs changed dramatically, however, when what appear to be ancient fossils were discovered in an Israeli quarry. [4]To everyone's surprise, the fossil evidence indicates that some prehistoric snakes had hind legs, which could have been used for walking. [5]According to paleontologists Michael Caldwell and Michael Lee, the specimens found in Israel have hind legs along with characteristics that appear only in snakes. [6]The brain case, for example, is fully covered in bone. [7]In addition, the jaws are loosely connected, allowing for wide-mouthed flexibility—exactly the kind snakes need to swallow large prey. [8]Snakes have long played a key role in both myth and legend. [9]Even the number and kind of vertebrae suggest that the fossils are those of ancient snakes. [10]Finally, there may be just enough fossil evidence to prove that some snakes once walked on two legs.

1. Which sentence is the topic sentence? _____

2. Which question do the supporting details answer?

 a. What fossil evidence proves that prehistoric snakes walked on hind legs?
 b. Which prehistoric snakes were the most aggressive?
 c. Which snakes walked on hind legs?
 d. Why did snakes lose their hind legs?

3. Which supporting detail in the paragraph does not support the main idea? _____

4. The last sentence in the paragraph

 a. repeats the main idea.
 b. is a major detail.
 c. is a minor detail.
 d. is a concluding sentence.

2. [1]The illegal capture and sale of exotic animals and insects is a multimillion-dollar business that seems to be thriving. [2]Able to survive long trips without food or water, snakes and tortoises are a particularly hot commodity* on the black market for exotic animals. [3]With their much sought after star-splotched shells, radiated tortoises in particular are highly prized. [4]So, too, are Madagascar tree boas. [5]Boa constrictors, which kill by strangulation, are not nearly as dangerous as poisonous snakes. [6]Harder to smuggle, but still profitable, are birdwing butterflies, black palm cockatoos, orangutans, and wooly spider monkeys. [7]According to the famous biologist George Schaller, the smuggling of wildlife is one of this century's most pressing problems because smugglers are looting* and destroying the jungles of Africa and South America. [8]Yet oddly enough, few people seem to care. [9]Unlike drug smuggling, the smuggling of wildlife is not heavily penalized. [10]In fact, animal smugglers often serve little or no jail time if caught by the authorities.

1. Which sentence is the topic sentence? ____

2. Which question do the supporting details answer?
 a. Why are butterflies and parrots in such high demand?
 b. What exotic animals and insects are being illegally caught and sold?
 c. Why don't smugglers pay higher penalties?
 d. Which exotic animal is most prized on the black market?

3. Which sentence in the paragraph does not support the main idea? ____

4. The last sentence in the paragraph
 a. repeats the main idea.
 b. is a major detail.
 c. is a minor detail.
 d. is a concluding sentence.

3. [1]Early on in their career, Wilbur and Orville Wright, the inventors of the airplane, weren't exactly an impressive pair. [2]Seeing them on the beach staring at birds in flight and flapping their arms in imita-

* commodity: item for sale.
* looting: stealing.

tion, passersby made fun of the brothers. [3]As John T. Daniels, an early observer put it, "We couldn't help thinkin' they were just a pair of poor nuts." [4]But Wilbur and Orville Wright were anything but nuts—and in 1903 they proved every one of their detractors wrong. [5]On that day, their 745-pound invention, the *Flyer*, climbed ten feet into the air. [6]True, the flight came to a sudden halt when the plane nose-dived to the ground after only twelve seconds. [7]Still, the Wright brothers had proved that men could fly like the birds they had watched on the beach. [8]By 1908, the Wright brothers were ready to sign contracts to produce their flying machine with both the U.S. Army and a French industrial concern. [9]Wilbur, however, did not live long enough to really enjoy his triumph. [10]By 1912, he was dead of typhoid fever. [11]Luckier than his brother, Orville lived to continue his research; he died in 1948 at the age of seventy-seven.

1. Which sentence is the topic sentence? _____

2. Which question do the supporting details answer?
 a. What made the Wright brothers such oddballs?
 b. Where did the Wright brothers learn how to fly a plane?
 c. How did the Wright brothers prove their detractors wrong?
 d. How did the army hear about the Wright brothers' invention?

3. How would you label sentence 5?
 a. major detail
 b. minor detail

4. The last sentence in the paragraph
 a. repeats the main idea.
 b. is a major detail.
 c. is a minor detail.
 d. is a concluding sentence.

4. [1]Just ten days before the opening ceremonies of the 1968 Olympic Games in Mexico City, government troops fired on unarmed student protestors, killing at least thirty young men and women. [2]Yet oddly enough, it wasn't the death of unarmed protestors that won the press's attention and got the most negative publicity; instead, it was the peaceful protest of two black athletes, Tommie Smith and John Carlos, the gold- and bronze-medal winners of the 200-meter dash.

[3]When it came time to receive their medals, Carlos stepped to the podium wearing a beaded African necklace; Smith wore a black scarf. [4]Both wore black socks and one black glove each. [5]While the "Star-Spangled Banner" played in the background, both men gave the Black Power salute, Smith with his right fist and Carlos with his left; the alternating hands were a symbol of black unity. [6]To publicly protest the shame of racism in the United States, both men bowed their heads. [7]What went unnoticed and largely unpublicized was the fact that the silver medalist, Australian Peter Norman, also wore the same white protest button displayed by Smith and Carlos. [8]The button said simply Olympic Project for Human Rights. [9]Yet for their brief protest, Smith and Carlos were ejected from the Olympic Village, and they faced a storm of hate mail when they returned home to the United States. [10]Public anger at the athletes lasted for many years, but neither has ever renounced his decision to protest: On the contrary, both men believe to this day that they only did what was right under the circumstances.

1. Which two sentences make up the two-step topic sentence?

2. Which question do the supporting details answer?
 a. What was the relationship between Carlos and Smith?
 b. Who convinced the two athletes they should stage a protest?
 c. How did Carlos and Smith express their protest against racism in the United States?
 d. What was the Olympic Project for Human Rights?

3. How would you label sentence 8?
 a. major detail
 b. minor detail

4. The last sentence
 a. repeats the main idea.
 b. is a major detail.
 c. is a minor detail.
 d. is a concluding sentence.

5. [1]For a number of reasons, some job specialization is necessary in every organization. [2]First and foremost is the simple fact that the "job" of most organizations is simply too large for one person to han-

dle. [3]In a firm like Chrysler Corporation, hundreds or even thousands of people may be needed to manufacture automobiles. [4]Others will be needed to sell cars, to control the firm's finances, and so on. [5]Second, when a worker has to learn only a specific, highly organized task, the individual should be able to do it very efficiently. [6]Third, the worker who is doing the same job over and over does not lose time changing from one operation to another. [7]Fourth, the more specialized the job, the easier it may be to design specialized equipment for those who do it. [8]And finally, the more specialized the job, the easier it is to train new employees when an employee quits or is absent from work. (Pride et al., *Business,* p. 689.)

1. Which sentence is the topic sentence? ____

2. Which question is answered by the supporting details?
 a. What is the meaning of job specialization?
 b. What are the negative consequences of job specialization?
 c. When did job specialization first become a common practice?
 d. Why is some job specialization essential to every organization?

3. How would you label sentence 4?
 a. major detail
 b. minor detail

4. The last sentence
 a. repeats the main idea.
 b. is a major detail.
 c. is a minor detail.
 d. is a concluding sentence.



Test 5: Understanding the Function of Minor Details

DIRECTIONS After reading each paragraph, look over the list of minor details. Then fill in each empty blank with the letter of the appropriate detail.

1. [1]Most middle-class Americans maintain four principal zones of distance in their business and social relationships. [2]*Intimate distance* covers a space varying from direct physical contact with another person to a distance of six to eighteen inches. [3]This is the distance used for most intimate activities (like kissing, hugging, and making love). [4]_____ [5]*Personal distance*—eighteen inches to four feet—is sometimes called the comfort bubble. [6]In general, people consider this space their personal territory. [7]_____ [8]*Social distance* covers a four- to twelve-foot zone that is used for business and casual social exchanges. [9]*Public distance* can be a separation of only twelve feet, but usually it's more than twenty-five. [10]The goal of public distance is to put a barrier between one's self and one's audience. [11]_____

Minor Details

a. If a stranger invades our zone of intimate distance, we are likely to back or lean away.

b. They feel uncomfortable if that personal territory is invaded by anyone except close, personal friends.

c. This is the distance most often used by teachers in lecture rooms or speakers at public gatherings.

2. [1]More than half a century has passed since John Steinbeck wrote the novel *The Grapes of Wrath.* [2]In it, he depicted the sorrows and trials of the Joads, a family of migrant workers.* [3]When Steinbeck wrote the book, there were no laws protecting migrant workers, and they were almost uniformly mistreated by their employers. [4]Public response to the book was strong, and reforms were undertaken. [5]Unfortunately, most of the reforms never took effect, and even today many migrant workers still live under the worst possible conditions. [6]Every year, the Department of Labor receives numerous complaints about improper recruitment procedures and failure to pay proper wages. [7]_____ [8]In addition, housing provided for migrant workers is frequently substandard. [9]_____ [10]Meals are equally inadequate, and poor nutrition causes widespread disease. [11]Owners of farms em-

* migrant workers: people who make their living moving from region to region harvesting crops.

ploying migrant workers are often absent, leaving them in the hands of crew leaders. [12]_____

Minor Details

a. Workers are given little more than shacks, and overcrowding is the norm.

b. But the charges are hard to prove, and workers are often intimidated into dropping them.

c. Unfortunately, some crew leaders, paid according to the amount they harvest, abuse their authority.

3. [1]Although foot binding is no longer practiced in China, the custom took a long time to disappear. [2]References to foot-binding first appear in the tenth century, when palace dancing girls had their feet broken and then permanently bound in order to please their emperor. [3]_____ [4]However, the practice began in earnest during the Ming dynasty (1368–1644). [5]At this point, all upper-class women began having their feet bound. [6]_____ [7]Between 1644 and 1911, foot binding spread to all social classes, and only the poorest of women were allowed to walk on unbound feet. [8]A poor family, after all, could not afford to hobble even one of its workers. [9]_____ [10]It wasn't until 1912 that foot binding was finally banned, but even then the practice was slow to die out.

Minor Details

a. As a result, women who wanted to marry well had to have their feet bound as a sign of their upper-class status.

b. Their bound feet supposedly made their dancing more graceful.

c. Everyone, male or female, needed two strong feet in order to get all the daily work done.

4. [1]By 1939, gospel singer Marian Anderson had sung before most of Europe's royalty. [2]But when she tried to rent Washington, D.C.'s Constitution Hall for a concert, her request was denied because of racism. [3]The building was owned by the all-white Daughters of the American Revolution (DAR), and Anderson was the descendant of slaves. [4]_____ [5]Fortunately, the DAR's refusal aroused considerable protest. [6]Eleanor Roosevelt, wife of President Franklin D. Roosevelt and a long-time champion of civil rights, promptly gave up her membership in the DAR. [7]In addition to Mrs. Roosevelt's very public protest, Interior Secretary Harold Ickes arranged an outdoor performance on the steps of the Lincoln Memorial. [8]The concert was a smashing success. [9]_____ [10]In the end, it was Marian Anderson who had the last laugh. [11]_____

Minor Details a. The DAR had been publicly humiliated.

b. Most estimates suggest the audience numbered around 75,000 people, many more than Constitution Hall ever could have held.

c. To the DAR at that time, it didn't matter how talented or famous Marian Anderson was, she was still the wrong color.

5. [1]Much of today's research on alternatives to gasoline focuses on three types of fuel. [2]Some research is being done with compressed natural gas, which could be stored in high-pressure tanks in a car's trunk. [3]_____ [4]Other projects are investigating how hydrogen could be burned as a gas in a specially designed engine. [5]One benefit of hydrogen is that it gives off no pollutants. [6]_____ [7]Still other research is devoted to alcohol alternatives such as methanol, or wood alcohol, and ethanol, also called grain alcohol. [8]_____

Minor Details a. Hydrogen also has the potential to be 45 percent more efficient than gasoline.

b. According to engineers, one tank of compressed gas could power a car for 250 miles.

c. The best-known alcohol alternative, gasohol, is a blend of 90 percent gasoline and 10 percent ethanol.

Test 6: Recognizing Topic Sentences and Irrelevant Details

DIRECTIONS Read each paragraph. Then, in the first blank, write the number (or numbers) of the topic sentence. Next, look carefully at the supporting details. If you find a sentence that shows no relationship to the topic sentence, write the number of that sentence in the second blank. If all the supporting details develop the topic sentence, put an *X* in the third blank and leave the second blank empty.

1. [1]By the beginning of the nineteenth century, large numbers of Europeans had begun to settle in New Zealand. [2]As a result of what were mainly British settlements, the demand for land grew, and the native people of New Zealand—called the Maori—began to be displaced. [3]But the Maori, known for their fierce skills as warriors, did not easily accept their fate at the hands of the British. [4]The name Maori literally means "normal," and it was used by native-born New Zealanders to differentiate themselves from Europeans. [5]In 1840, the British government formally took over New Zealand—without obtaining approval from the majority of Maori chieftains. [6]Outraged, the Maori rebelled and began a series of wars that were to last for more than thirty years. [7]Outnumbered by British soldiers by sixty to one, the Maori held their own by using trench warfare and guerrilla* tactics. [8]It wasn't until 1872 that the British were able to subdue the Maori rebellion.

Topic Sentence _____

Sentence _____ does not develop the topic sentence.

All the supporting details develop the topic sentence. _____

2. [1]On May 29, 1953, New Zealand climber Edmund Hillary, along with his guide Tenzing Norgay, made mountaineering history when they reached the top of Mount Everest—the highest point on Earth. [2]Upon reaching the peak, the climbers shook hands and planted four flags (United Nations, British, Nepalese, and Indian). [3]Norgay also buried an offering of chocolate bars and cookies as gifts to the mountain's gods. [4]Hillary planted a crucifix. [5]Eventually, Hillary showed his gratitude to the Sherpa people by building hospitals and schools in the Himalayas. [6]The two men stayed on top of

* guerrilla: refers to untraditional military tactics that rely on small, independent groups capable of quick movement and sudden, unexpected attacks.

the mountain for about fifteen minutes before beginning their descent. [7]Several teams had tried to climb Everest before Hillary and Norgay, but those attempts had ended badly. [8]In fact, several climbers before Hillary and Norgay had died in their attempt to scale Mount Everest.

Topic Sentence _____

Sentence _____ does not develop the topic sentence.

All the supporting details develop the topic sentence. _____

3. [1]Woodwind instruments are not necessarily made of wood; many of them, like the saxophone, are made of metal. [2]They do, however, require wind to make a sound. [3]Woodwind instruments basically consist of a tube punctured by a series of holes. [4]Air is blown into the top of the tube, either across a hole or past a flexible reed. [5]This action makes the tube inside vibrate and give out a note. [6]The pitch of the note depends on the length of the tube. [7]A shorter tube produces a higher note. [8]A longer tube produces a lower or deeper one. [9]The sound of the woodwind can be made louder or softer depending on how much wind is used. [10]As anyone who's played the saxophone or flute can attest, blowing harder makes the sound louder. (Adapted from David Macaulay, *The Way Things Work*, p. 32.)

Topic Sentence _____

Sentence _____ does not develop the topic sentence.

All the supporting details develop the topic sentence. _____

4. [1]In 1967, at the peak of his career, Muhammad Ali refused to be inducted into the army on religious grounds. [2]Consequently, the boxing commission took away his title. [3]In 1970, the Supreme Court sided with Ali, but it wasn't until 1974 that Ali got a chance to regain his title by fighting heavyweight champion George Foreman. [4]Billed as the "rumble in the jungle," this was a fight nobody except Ali thought he could win. [5]What most people didn't realize is that Ali had a secret strategy. [6]Although he told reporters he would "float like a butterfly and sting like a bee," Ali did not get into the ring and dance. [7]Ali had won the Olympic gold medal in 1962. [8]Instead, Ali played what was later to be called "rope-a-dope." [9]He leaned against the ropes until Foreman was exhausted from throwing punches. [10]At

the precise moment that Foreman was fading, Ali sprang from the ropes and knocked him out. [11]To everyone's surprise, Muhammad Ali had regained his title.

Topic Sentence _____

Sentence _____ does not develop the topic sentence.

All the supporting details develop the topic sentence. _____

CHAPTER 7

Beyond the Paragraph: Reading Longer Selections

In this chapter, you'll learn

- how to apply what you know about paragraphs to longer readings.
- how to take notes on longer readings.
- how to write effective summaries.

Chapter 7 shows you how to apply everything you've learned about paragraphs to longer, more detailed readings. It also explains how to take good notes and write brief but complete summaries.



Moving Beyond the Paragraph

Although reading an article, essay, or chapter section takes more time than a paragraph, it does not require a different set of skills. In fact, with a few slight changes, you can apply everything you have learned so far to longer, multiparagraph readings.

Start with the Heading or Title

Like paragraphs, longer readings focus on a specific topic. Usually, however, longer readings have titles or headings that offer a strong clue to the topic. Sometimes they even identify the main idea. If, for example, you are reading a chapter section that opens with the heading "Diversity Programs," you can bet the topic is—you guessed it—diversity programs. If you are reading an essay titled "Crows Are Smarter Than You Think," you can rightly assume that the author wants to describe the intelligence of crows. In this case, the title announces the main idea.

The Main Idea Covers More Territory

When you read a multiparagraph selection, you still have to look for the main idea of each individual paragraph. However, you also have to look for one main idea to which all the others refer. Think of this main idea as the one that controls all the others. It determines the content of the paragraphs that follow it and thereby unifies the entire reading.

The Main Idea Might Be Expressed in Several Sentences

Like main ideas in paragraphs, the main idea that controls or unifies a reading can certainly appear in a single sentence. Don't be surprised, however, if the author uses several sentences to sum up the main idea. Because the main idea of a multiparagraph reading can be expressed in several sentences, it's often referred to as the **thesis statement,*** a term you may be familiar with from your composition classes.

Just like topic sentences, thesis statements sum up the author's

* thesis: refers to the idea put forth in an argument.

central point or message. Unlike topic sentences, they are more fixed in their location. Generally speaking, they usually appear somewhere in the opening paragraphs.

And, yes, a thesis statement can be implied rather than stated. But the authors of your textbooks usually state their thesis. They want to get their point across as quickly as possible, and thesis statements help speed things up by avoiding confusion between reader and writer.

Major and Minor Details Get More Space

To be clear and convincing, thesis statements, whether stated or implied, need major and minor details, just as topic sentences do in paragraphs. The only real difference is that the details can be fleshed out a good deal more. Thus, even a minor supporting detail might get a whole paragraph to itself. What this means for you as a reader is fairly clear: You need to do more sifting and sorting of information in order to decide what you need to learn and what you can safely forget.

A Concluding Paragraph Is Possible

Like concluding sentences, concluding paragraphs can explain the outcome or result of an incident or event described in the reading. They can also make predictions about the future or offer a solution to some problem mentioned in the reading. Here's an example:

Prediction

> The problem of air pollution is not easy to solve. Some improvement has already been made. But environmental legislation will have to be tightened to improve the quality of the air we all breathe.

Other concluding paragraphs simply restate the controlling idea for emphasis. Still others offer both a summary and a transition, for example:

> The preceding section briefly summarized the work of Hermann Ebbinghaus, a nineteenth-century researcher who revolutionized the study of learning. In the pages that follow, we move into the twentieth century to focus on the work of George Miller, who, like Ebbinghaus, changed the way we think about human memory.

When experienced readers spot a concluding paragraph, they check it carefully to see if it contains a prediction, consequence, or solution worth remembering.

The Critical Difference

When you read any text that extends beyond a paragraph, you need to keep a dual purpose in mind. On the one hand, you need to analyze and fully understand each paragraph. But you also need to understand how the paragraphs fit together into a unified whole. If you don't figure out how the individual paragraphs combine to develop one key point, it's much like having all the pieces of a puzzle laid out on a table with no idea of how the pieces fit together to form a picture.

To understand how paragraphs work together to develop one main idea, read the following selection. Then study the diagram that accompanies it.

Anorexia Nervosa: The Starvation Disease

Introductory Sentences / *Thesis Statement*

1 When their children begin talking about dieting, most parents smile indulgently and do not worry. In figure-conscious America, it is quite natural for young people to desire a slim figure. However, for some teenagers, dieting is no laughing matter. For them, dieting is not a momentary whim to be pursued and forgotten; instead, it is the symptom of a serious emotional disorder called *anorexia nervosa*, a disease that can have terrible, even fatal consequences.

2 The disease usually strikes adolescent and preadolescent girls who have no reason to diet. They are not overweight. They are not preparing to take part in specialized sports activities requiring a slender figure. They have not been told to diet by their doctors. They stop eating because, in spite of all evidence to the contrary, they believe they are fat. Determined to lose the imaginary excess poundage, they refuse to eat more than a few morsels of food. Usually, the weight loss is rapid, sometimes more than fifty pounds in a few months.

3 Some teenagers who are obsessed with the need to diet seek treatment because they or, more typically, their parents realize that the diet is leading to starvation. Others do not seek treatment but simply begin eating normally again on their own. However, because the disease comes in waves, or bouts, a few victims manage to keep it a secret and so avoid both exposure and treatment.

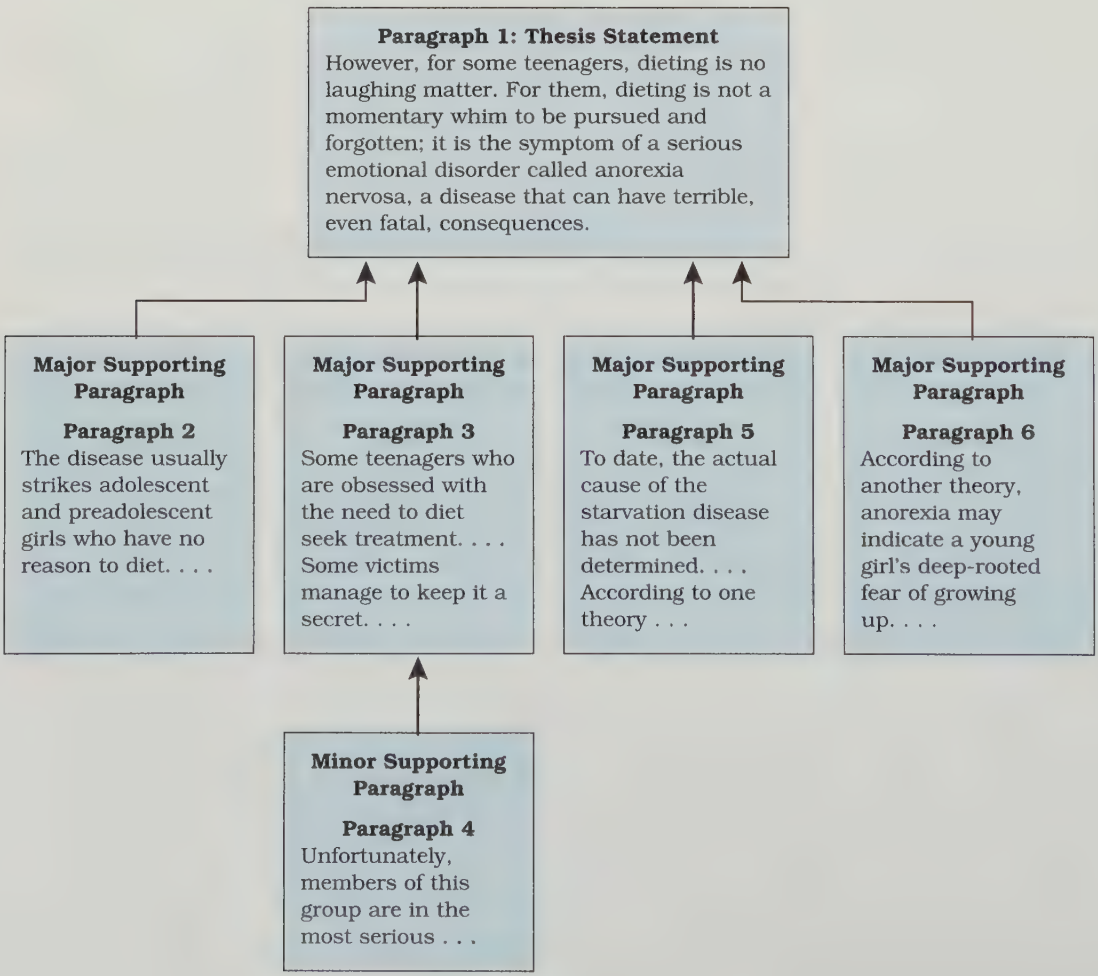
4 Unfortunately, members of this group are in the most serious danger. Although they may be able to keep their secret into adulthood, the disease, if untreated, almost always goes out of control, with tragic results. In fact, some victims, like gymnast Christy Henrich and pop singer Karen Carpenter, die from the physical effects of prolonged starvation, and mortality rates are high. One in ten anorexia patients will die within ten years of the disease's onset.

5 To date, the actual cause of the starvation disease has not been determined. According to one theory, teenagers may be starving

themselves in order to rebel against parental authority. Traditionally, the refusal to eat has been a young child's weapon against parental discipline. The parent may plead and even demand that the child eat, but the child can refuse and demonstrate his or her power over the situation. Unconsciously, teenagers who diet to the point of starvation may be attempting to teach their parents the same lesson: Control is not in the hands of the parents.

6 According to another theory, anorexia may indicate a young girl's deep-rooted fear of growing up. From this perspective, starving the body can be viewed as a way of maintaining its childish contours and rejecting adult femininity. Yet another hypothesis views the disease as a form of self-punishment. The victims may have extraordinarily high standards of perfection and punish themselves for failing to meet their goals.

ANOREXIA NERVOSA: THE STARVATION DISEASE



As the diagram shows, the first paragraph of this reading introduces the thesis statement. Keep in mind, however, that longer readings sometimes open with one or more introductory paragraphs that pave the way for the thesis statement.

The reading also contains four major supporting paragraphs. They answer the questions "Which teenagers get this disease?" and "What are its symptoms and causes?" One minor supporting paragraph further explains or fleshes out a point made in a major supporting paragraph: Some victims keep their illness a secret. As the minor paragraph explains, such secrecy can be deadly.

As the selection and the diagram show, reading multiparagraph selections does not require a new set of reading strategies. You just need to expand and refine the ones you already have.

To find the overall main idea and thesis statement, ask:

- What idea is developed in more than one paragraph?
- What general statement sums up the message of the entire reading?
- If there is no general statement that sums up the reading, what statement can I infer?

To relate the supporting paragraphs to the main idea, ask:

- What *kind* of specific information does the author supply: examples, studies, stories, statistics, quotations, reasons?
- What purpose does the specific information serve?
- What does the specific information contribute to my understanding of the thesis statement?

EXERCISE 1

DIRECTIONS Read each selection. Then circle the letter of the statement that best sums up the controlling idea.

EXAMPLE

On the Trail of Typhoid Mary

1 On November 11, 1938, a woman called Mary Mallon died of a stroke. She was seventy years old at the time. During her seventy

years on earth, death and disease had followed in her wake.* By the time Mary Mallon died, at least three deaths and fifty-three cases of typhoid had been attributed to her and the press had dubbed* her "Typhoid Mary."

2 In 1906, while working as a cook for New York city banker William Henry Warren, Mallon prepared a sumptuous* dinner—cold cucumber soup, lobster, wild rice, and strawberry ice cream with peaches. Warren and his guests ate heartily. But less than ten days later, several guests ended up in the hospital. All of them were eventually diagnosed with typhoid fever.

3 Careful research and some clever detective work by Dr. George Soper, a sanitary engineer employed by the New York Department of Health, traced the disease to Mary Mallon. Unfortunately, by the time Soper had identified Mallon as the source of infection, she was gone, on to yet another job as a cook or housekeeper. Hot on Mallon's trail, Dr. Soper discovered that the woman changed jobs frequently, and wherever she worked, someone developed typhoid fever.

4 When Soper finally caught up with Mallon in 1907, she was hardly apologetic. On the contrary, she chased him away with a carving knife. Mallon only submitted to testing when Soper returned with three policemen. Tests done over her objections showed Mallon carried the bacteria that caused typhoid, but for some reason she herself showed no symptoms of the disease. Told to have her gall bladder removed—the gall bladder was believed to be the site of the infection—Mallon refused and began a lengthy court battle to gain her freedom.

5 In 1910, Mary Mallon was released. However, she had to promise never to work as a cook again. She also had to report to the New York Department of Health every ninety days. But by now, the newspapers all knew who Mallon was. Hounded by reporters, Mallon disappeared again only to resurface in 1915 when an outbreak of typhoid was reported at the Sloane Hospital for Women.

6 As George Soper had suspected, Mary Mallon had been working in the hospital kitchen shortly before the outbreak. This time, when police caught up with Mallon, they arrested her. By order of the courts, she was confined to Riverside Hospital in New York, where she spent the rest of her life.

a. In the United States, typhoid fever was once a dangerous disease that took many lives.

* wake: the course or track left behind by someone or something that has passed.
* dubbed: named.
* sumptuous: delicious, rich, fancy.

b. Mary Mallon, also known as "Typhoid Mary," fought a lengthy court battle to win her freedom.

c. By the time she died, Mary Mallon had truly earned her nickname "Typhoid Mary."

EXPLANATION Statement **c** is the best answer because it's the only one that sums up the reading. Statement **a** is incorrect because the selection focuses on how Mary Mallon spread the disease. It does not discuss typhoid in general. Statement **b** is inappropriate because the reading has only one sentence about Mary's court battle.

1. Demography and Population Control

1 At first glance, **demography,** the study of the size, composition, growth, and distribution of human populations, seems to be a dry subject at best. Yet this subdiscipline of sociology is anything but dry, for demographers focus on some of the most far-reaching changes occurring in the world.

2 Of special interest to demographers is the relationship between population and custom. If a population dramatically increases, demographers trace the increase to changes in the customs of a people. Such changes may be as complicated as modifications in medical and sanitation practices, or they may be as simple as a shift in diet. For example, during most of recorded history, Europe's population increased very slowly. By 1750 all of Europe numbered only about 140 million. By 1800, however, this figure had reached 188 million, and by 1850 it had almost doubled, jumping to 256 million. What caused this abrupt change?

3 Why Europe's population surged has become a matter of debate among scholars. In 1926, G. T. Griffith proposed the most commonly accepted solution. He argued that it was due to improvements in public health. Improved medical knowledge, better hospitals, housing, water, and sanitation, he said, lowered the *death rate,* the number of deaths per 1000 people. More people lived longer, and the population grew.

4 While Griffith's view is the most widely accepted, not all demographers agree with it. Thomas McKeown (1977), for example, argues that the population of Europe remained low until 1750 because Europeans practiced **infanticide,** the killing of infants shortly after birth. After 1750, he says, Europeans stopped killing as many infants.

5 If McKeown is right, why would Europeans have changed what they had practiced for centuries? His answer is surprising—it was due to the potato! McKeown's explanation goes this way: Europe-

ans had been practicing infanticide because their population had reached the maximum that their food supplies could support. Instead of letting the population outpace the food supply, they had used infanticide to hold the population in check.

6 Then their food supply changed. During the sixteenth-century conquest of South America, the Spanish discovered the potato, which was cultivated in the Andean highlands. At first, Europeans viewed the potato with suspicion, although some grew it as a curiosity. During the latter part of the seventeenth century, however, Europeans changed their mind about the potato. They began to see it as a good food and started to grow it in quantity. By 1800, the potato had become the principal food of the lower classes throughout northern and central Europe. This "miracle" vegetable greatly enlarged Europe's food supply, allowing the population almost to double in a century. (Adapted from James Henslin, *Social Problems,* 4th ed. Upper Saddle River, N.J.: Prentice-Hall, 1996, pp. 472–473. © 1996. Reprinted by permission of Prentice-Hall, Inc.)

a. Demographers study some of the most significant questions affecting Europe and the United States.

b. The population surge in the nineteenth century was due mainly to improvements in public health.

c. Demographers are especially interested in how population is affected by social custom.

2. Blind Tom: A Forgotten Prodigy*

1 Born blind and the son of slaves, Thomas Greene Wiggins (1849–1908) was unusually musical. Already as an infant, he could mimic whatever tune he heard. By the age of five, he was composing music. Surprisingly, the boy's owner, a lawyer named James Neil Bethune, fostered Wiggins's obvious talent. As might be expected, however, Bethune, an avid supporter of slavery, had a less than altruistic* motive in mind. Bethune hoped to exhibit the boy around the country as a musical freak of nature and earn money from his special ability. As it turned out, Bethune was right about the promise of financial gain. Over the years his investment in Thomas Wiggins paid off handsomely: Bethune exploited Wiggins's natural talent for huge profits.

2 It wasn't very long before Wiggins, whose stage name was "Blind Tom," was earning Bethune around $100,000 annually, a

* prodigy: a person of unusual gifts.
* altruistic: unselfish.

munificent* sum for the nineteenth century. Needless to say, Wiggins never collected a penny of the money he earned. It all went directly into the pockets of Bethune and Perry Oliver, the white planter who managed Wiggins's career.

3 Although Wiggins could play serious classical music, and his early compositions show real musical merit, both owner and manager insisted on portraying him as a musical oddity. While on stage, Wiggins would sing one song while playing a different one with his right hand. With his left hand, he played still a third. He also performed classical favorites with his hands crossed, imitated famous political speakers, and did on-the-spot imitations of musical instruments, animals, or objects. Labeled by Bethune and Oliver as a freak of nature with a flair for imitation, Wiggins was actually a gifted musician, who could play serious music and needed no weird noises to please the audience.

4 He could play the music of Bach, Beethoven, and Liszt. Even the Europeans, notably critical of American artists, were enthralled by Blind Tom. Respected musicians like Charles Halle and Ignaz Moscheles glowingly praised both the African American's wit and technique. Still, no amount of money or praise seemed capable of winning Wiggins the thing he prized most—his freedom.

5 When the end of the Civil War brought freedom within Wiggins's grasp, Bethune found a way to maintain his income at the musician's expense. He persuaded the young man's parents to sign an agreement that bound him over to Bethune for a period of five years. The Bethune family then regularly renewed those contracts until, by 1887, Blind Tom had been in service to his former owners for thirty-eight years. He only managed to escape their clutches by retiring from the stage and refusing to perform. Although he did return to the stage occasionally to lay to rest rumors about his death or to challenge the performance of impersonators, he made almost no money from any of those infrequent appearances. Those profits went to Eliza Bethune, James's daughter-in-law. When he died in 1908 of a stroke, Thomas Greene Wiggins was still under the legal guardianship of Eliza.

6 If there is a bright side at all to Wiggins's sad story, it is this: Almost one hundred years after his death, he has finally found a champion. The acclaimed pianist John Davis has released a CD called "John Davis Plays Blind Tom." It contains fourteen pieces of Wiggins's original music, and all of them attest to his skill

* munificent: generous.

and originality. In addition, Mr. Davis has created a one-man show devoted to Wiggins's performing life. It is titled "Will the Real Thomas Wiggins Please Stand Up." (Source of information: Thomas L. Riis, "The Legacy of a Prodigy Lost in Mystery," *New York Times*, March 5, 2000, pp. 35–36.)

a. The life of Thomas Greene Wiggins—also known as "Blind Tom"—is a superb illustration of how spirit can battle circumstance.

b. Unfortunately, the talents of Thomas Greene Wiggins were exploited by others for most of his life.

c. In his heart, James Bethune thought he was being generous to allow a slave to play the piano; he never realized what a terrible thing he had done to Thomas Greene Wiggins, the man who made Bethune rich.

EXERCISE 2

DIRECTIONS Read each selection. Then underline the thesis statement.

EXAMPLE

No Diet Books on the Fiji Islands

1 On the Fiji Islands of the South Pacific, diet books would never be the big sellers they are in the United States. Although Fiji Islanders have definite ideas about how a person should look, they don't much care about being overweight. On the contrary, Fijians like sturdy muscles and a generally well-fed look in both men and women. To a large degree, the preference for plumpness among Fijians stems from their culture's emphasis on community rather than appearance.

2 Unlike Americans, who prize individualism, the Fijians care more about the good of the community than they do about themselves as individuals. For them, standing out in a crowd is never as important as showing a nurturing and caring attitude toward friends. And what is the primary vehicle for showing your friends you care for them? It's serving them food, of course. For the Fijians, offering food to friends and family is a way of showing you're concerned about their physical and emotional well-being. At dinnertime, Fijians routinely open their windows and doors so that the aroma of the meal will waft outside and attract passersby.

Extra food is always prepared so that anyone attracted by the smell of dinner can stop by for a snack. It is, in fact, a social disgrace to not have enough food for drop-in guests.

3 Because of their perspective on food and its cultural significance, Fijians consider dieting socially unacceptable. Dieting prevents the person invited to dine from accepting the invitation. In addition, what dieter would willingly prepare huge, tempting meals for friends and family? Thus, parents watch their children carefully for signs that they might be losing weight. They do so not because they want their children to achieve and maintain a certain weight, but because they want to make sure their children are fully participating in the community's sharing of food.

4 As a result of the Fijians' attitude toward food, children in particular are spared the painful experience so common to Americans of all ages—the failed diet. They aren't obsessed by their personal appearance and they don't constantly compare themselves to those a bit trimmer or thinner. If anything, they pity others for failing to be appropriately plump. However, the Fijian emphasis on food and the celebration of body fat does have some drawbacks. Children who need to limit their intake of calories for reasons of health—say, a child with diabetes—can become anxious or depressed because they are unable to fully participate in the community's common feasting. (Source of information: Kelvin L. Seifert, Robert J. Hoffnung, and Michele Hoffnung, *Lifespan Development,* 2nd ed. Boston: Houghton Mifflin, 2000, pp. 264–265.)

EXPLANATION In different ways, all of the paragraphs in this reading explain how the Fijians' belief in communal values influences their attitude toward dieting. Thus, the last sentence in the first paragraph, which makes that point in general terms, is the thesis statement.

1. The Ebbinghaus Experiments

1 At the end of the nineteenth century, a German psychologist named Hermann Ebbinghaus became interested in the carefully controlled laboratory experiments being used to do research in the fields of physiology* and physics. He was so impressed with the experiments' results that he decided to introduce similar methods into the study of human memory.

2 Using only himself as a subject, Ebbinghaus devoted six years of research to his experiments. In one of his experiments, he mem-

* physiology: the study of how the body functions.

orized lists of nonsense syllables, put them aside for specified amounts of time, and then relearned them. By comparing the time taken to learn the lists with the time taken to relearn them, Ebbinghaus was able to come to several important conclusions about the role of memory in learning. After more than a century of research, these conclusions have been repeatedly confirmed. Like Ebbinghaus, modern researchers have discovered that (1) the rate of forgetting slows down over time, (2) overlearning makes relearning easier, and (3) learning sessions are more effective when distributed over time.

3 ***Rates of Forgetting***

As a result of his research, Ebbinghaus maintained that the rate of forgetting becomes progressively slower over time. A list of nonsense syllables that he had memorized and put aside for an hour required more than half the original study time to relearn. But a list that had been put aside for nine hours was not, as one would expect, totally forgotten. The rate of forgetting had slowed down, and only two-thirds of the original study time was required to relearn the nonsense syllables.

4 Since 1885, when Ebbinghaus first published his work, investigators have studied the rate of forgetting. They have used not only nonsense syllables but also passages of prose, lists of facts, and excerpts from poetry. Like Ebbinghaus, they have discovered that the rate of forgetting slows down over time. It is rapid at first but becomes slower as the amount of time between learning and relearning increases.

5 ***Overlearning***

Another of Ebbinghaus's conclusions confirmed by modern research is that overlearning during the initial learning period makes relearning at a later time easier. Based on his experiments, Ebbinghaus maintained that the more repetitions involved in the original learning, the fewer repetitions needed for relearning. Later investigators have come to a similar conclusion. However, they have also concluded that each repetition will not produce an equal return in time saved during the relearning period. After a point, the repetition of material already memorized does not produce a sufficient reward.

6 ***Distributed Learning***

Research that followed Ebbinghaus's experiments by more than half a century also confirmed his belief that learning sessions devoted to memorizing are more effective if they are distributed over

time. In 1940, an American psychologist, A. P. Bumstead, decided to do a series of experiments to determine whether it was better to have several short learning sessions spaced out over a period of time or one long, unbroken learning session. Using only himself as a subject, Bumstead memorized several different poetry selections, spacing his learning sessions at intervals that varied from one hour to eight days. After finishing the experiment, Bumstead concluded that increasing the time between learning sessions actually decreased the amount of time needed to memorize the material.

2. The Gender Gap

1 Even though women are more likely to get sick than men are, they still have a longer life expectancy. Although this gender gap narrows at different times of life, it never completely disappears. This reflects the fact that women are afflicted less often by the leading causes of death.

2 Diseases of the heart, the number one cause of death, afflict men earlier and more often than they afflict women. In 1994, men between the ages of forty-five and fifty-four were three times more likely to die of heart disease than women in the same age group. When it comes to cancer, men and women between the ages of forty-five and fifty-four have about the same death rate; but as they age, men are almost twice as likely to die from cancer as women are.

3 Although no one knows why the gender gap exists, psychological and social factors are clearly involved. Until quite recently, men were more likely to engage in smoking and other health-compromising behaviors. They were also more prone to take risks and to see a doctor less frequently. Men also had a greater chance of being exposed to occupational toxins. Another critical factor is that female sex hormones seem to provide women with biological protection from heart disease up until menopause.

4 Despite the fact that women have longer life expectancies than men, they do suffer more from non-life-threatening illnesses like arthritis. When medical researcher Lois Verbrugge (1989) analyzed several large-scale health studies, she found that the frequency of illness in women seemed to be influenced by social factors such as less employment, more deeply felt stress, strong feelings of being vulnerable, and less physically strenuous leisure activities. Although women are likely to live longer than men, there are some indications that they don't enjoy life quite as much. (Adapted from Seifert et al., *Lifespan Development*, p. 510.)

Reminder: As you read the supporting paragraphs, keep asking yourself, "What does each one contribute to the overall main idea?"



Inferring the Main Idea

In longer readings, the controlling idea is usually expressed in a thesis statement. Much of the time, that statement appears somewhere in the first three or four paragraphs, right after a heading or an introduction.

However, even in textbook readings, authors occasionally expect readers to infer the main, or controlling, idea. Here's an example:

The Gorilla's Two Faces

1 Even die-hard wrestling fans don't remember his name anymore, but in the mid-sixties, the wrestler Gorilla Monsoon was a major star. He weighed a little more than four hundred pounds and fought some eight thousand bouts. When announcers said his name, their voices tended to quaver a little. For "Gorilla" was wrestling's first real "bad guy." He was the wrestler audiences loved to hate because he was tougher and meaner than anyone else around.

2 Wearing a body suit with one strap draped over his massive shoulder, Gorilla would enter the ring looking as if he could, in a hungry moment, chew rusty nails and easily digest them. After toying with his opponent for a while, he liked to end the bout with the wrestling hold that helped make him famous. Knocking his opponent to the floor, he would wrap the man's feet around his enormous waist. Seemingly without effort, he would then lift and twirl his opponent round and round, keeping the man just about at waist level for at least thirty seconds. To further embroider his image of pure evil, he would cackle with laughter the entire time. Staged or not, it was a terrifying display, and the audience couldn't get enough of it.

3 Out of the ring, however, Gorilla Monsoon was Robert Marella. Quiet and soft spoken, he had a college education. Prior to becoming a wrestler, he had been a high school teacher. But the money

was bad, and wrestling was more lucrative.* Mr. Marella, as he liked to be called, also had a way with words. When asked why anyone would ever pay to see grown men throw one another around in a ring, he paused for a moment and then paraphrased St. Augustine:* "For those who believe in our sport, no explanation is necessary."

4 He was equally articulate when interviewed, long past his heyday, about the current state of wrestling. Asked about the new and more profitable face of wrestling, he didn't have to think twice before shrugging it off as little more than people from the pages of "comic books." From his perspective, wrestling in the old days was a more serious sport, and "people really thought I was the Devil incarnate."* (Source of information: David Hadju, "When Wrestling Was Noir," *The New York Times Magazine,* January 2, 2000, p. 43.)

Generally speaking, this reading breaks into two sections. In the first section, you learn about Gorilla Monsoon's professional image as the wrestler everyone loved to hate. But in the second, a new image emerges along with Gorilla's real name, Robert Marella. Out of the ring, Marella was anything but the hulking bully he portrayed in it. Yet if you look for a thesis statement that sums up both parts of the reading, you won't find it. Almost all the sentences in the reading are equally specific, and there is no general statement to summarize them. On the contrary, it's up to you to infer one like the following: "Sixties wrestler Gorilla Monsoon may have looked like the Devil incarnate in the ring, but out of it, he was a thoughtful man who took his profession seriously."

Much of the time, longer, multiparagraph readings will contain a thesis statement. But just like paragraphs, they won't always. If you read an article, essay, or chapter section and don't find any general statements that combine and summarize the more specific ones, you need to infer a main idea that sums up the reading.

EXERCISE 3

DIRECTIONS Read each selection. In the blanks that follow, write an inference that expresses the main idea of the entire reading.

* lucrative: financially rewarding.
* St. Augustine (354–430): Catholic saint who, when questioned about his faith, responded, "For those who believe, no explanation is necessary."
* incarnate: in the flesh.

EXAMPLE

A-Bomb Fallout

1 One of the grim lessons of Hiroshima and Nagasaki* was a medical one: Radiation kills on a sliding scale. High doses kill quickly and horribly, burning off skin and destroying intestines and other internal organs. Low doses kill more slowly, triggering leukemia and other cancers. From this knowledge, scientists deduced* the rough formula that underlies . . . all nuclear safeguards written since 1945: Even the smallest exposure to nuclear radiation is harmful, and as the exposure increases, so do cancers and deaths.

2 But is that right? As scientists gathered in Washington last week to honor fifty years of research on the medical effects of fallout, one of the most surprising findings to emerge was that the 120,000 people who survived Hiroshima and Nagasaki are not being cut down in large numbers by cancer and other radiation diseases. In fact, by some measures, they seem to be outliving contemporaries who were not exposed.

3 Could fallout be good for you? Most scientists won't go that far. One possible explanation for the unexpected longevity* of some atom-blast victims is that whatever enabled them to survive the blast in the first place—a natural resistance to disease, perhaps—continues to protect them. It is more likely, says the National Academy of Sciences' Evan Douple, a leading expert in the field, that radiation "in general is a very ineffective carcinogen.*" Below certain very low levels, it may cause no harm at all.

4 The U.S. government is following these findings closely. It is in the process of setting the rules by which nuclear waste is stored, nuclear power plants are dismantled, and nuclear weapons mothballed. Where the line gets drawn between safe and unsafe radiation exposure could cost, or save, tens of billions of dollars. (Dick Thompson, "A-Bomb Fallout," *Time*, June 23, 1997, p. 50.)

Inference *Radiation has not turned out to be quite as deadly as it was expected to be.*

EXPLANATION The selection opens by describing what scientists believed about radiation: Even low doses were deadly, causing can-

* Hiroshima and Nagasaki: the two cities upon which the atom bomb was dropped at the end of World War II.
* deduced: figured out by using logic.
* longevity: long life.
* carcinogen: substance known to cause cancer.

cers that killed over time. However, the opening question used as a transition in the second paragraph indicates that the author is challenging this point of view. By the third and fourth paragraphs, we can logically infer that radiation has not turned out to be the killer it was expected to be when Hiroshima and Nagasaki were bombed.

1. Life Before Can Openers

1 It seems hard to believe that almost a half century elapsed between the birth of the metal can and the dawn of the first practical can opener (1858). How, during that time, did people open canned foods?

2 The can—or "tin canister," as it was first called—was developed in England in 1810 by the British merchant Peter Durand and used to supply rations* to the Royal Navy under a government contract. Although it was introduced as a means of food preservation in America as early as 1817, the can was ignored until 1861, when the twenty-three Northern states of the Union fought the eleven Southern states of the Confederacy. The American Civil War, and the need for preserved military rations, popularized the can in the United States the way the War of 1812 had done in Britain. By 1895, canned foods were a familiar sight on American grocery store shelves.

3 But despite Peter Durand's great ingenuity* in having devised canned foods, he overlooked entirely the need for a special device to get into a can. British soldiers in 1812 tore open canned rations with bayonets, pocket knives, or, all else failing, rifle fire. A can of veal taken on an Arctic expedition in 1824 by the British explorer Sir William Perry carried the instructions "Cut round on the top with a chisel and hammer." In fact, some warfare historians make the earnest claim that the bayonet, first designed by a blacksmith in the French city of Bayonne, was intended for use not as a weapon but as a can opener.

4 Even the Englishman William Underwood, who, in the early 1800s, established in New Orleans America's first cannery, saw no need to produce a special device for opening his product. His advice, standard for the day, was to use whatever tools were available around the house.

5 Not all this oversight, however, was due to widespread stupidity on two continents. In truth, early cans were large, thick-

* rations: food packed in tins and issued in fixed amounts, often to persons in military service.
* ingenuity: cleverness, imagination.

walled, often made of iron, and sometimes heavier than the foods they contained: Sir William Perry's can of veal weighed, when empty, more than a pound. Only when thinner cans of steel with a rim around the top came into general use, in the late 1850s, could a can opener become a simple device.

6 The first can opener was the 1858 invention of Ezra J. Warner of Waterbury, Connecticut. Still, it was a cumbersome,* forbidding device. Part bayonet, part sickle,* it had a large curved blade that was driven into a can's rim and then forcibly worked around the edge. As you might expect, a slip could draw more than an ouch. (Adapted from Charles Panati, *Extraordinary Origins of Everyday Things.* New York: HarperCollins, 1987, pp. 115–116.)

Inference _____

2. The Future of Genetic Testing

1 In August 2000, a test-tube baby named Adam Nash was born in Denver, Colorado. After cutting Adam's umbilical cord, doctors collected some cells from that cord. A month later, they infused those same cells into the circulatory system of Adam's six-year-old sister, Molly. The procedure was necessary to save Molly's life.

2 Afflicted with a rare bone marrow disease called Fanconi anemia, Molly's only hope was a cell transplant from a sibling. Because both parents carried the Fanconi gene, which gave them a 25 percent chance of giving birth to a child carrying the same disease as Molly, they needed to select an embryo not affected by the disease-carrying gene. That selection process could only be carried out in an in vitro–produced pregnancy followed by sophisticated gene testing. Doctors would test embryo cells to discover which of them did not carry the diseased gene and then impregnate the mother with only those cells that tested normal.

3 In part at least, the Nash case resembles a similar one from 1989, which involved sixteen-year-old Anissa Ayala, a young girl diagnosed with a lethal form of leukemia. In an effort to save her life, the girl's father, Abe Ayala, had his vasectomy reversed so that he and his wife, Mary, could have a third child who would be a bone marrow donor for Anissa. Although the Ayalas had a one-in-four chance of having a child with the right cells to be a donor, luck was on their side. Genetic testing showed that Anissa's new-

* cumbersome: clumsy.
* sickle: a knife with a huge, curved blade.

born sister, Marissa, had inherited all the right genes, and she did, in fact, prove to be an ideal donor. Thanks to Marissa, Anissa got a new lease on life.

4 In situations like these, genetic testing does, indeed, seem a godsend. Certainly, this is the perspective promoted by Charles Strom, director of the Illinois Masonic Medical Center, which was heavily involved in both cases. Thanks to genetic testing, lives can be saved and tragedy avoided. As long as the children born to be donors are loved, says Strom, that's all that matters, and clearly in both cases, the children born to save their siblings are very much loved.

5 Yet both cases raise a serious question: Are the increasing sophistication and use of genetic testing always a cause for celebration? If you ask Jeffrey Kahn, the director of the University of Minnesota's Center for Bioethics,* the answer is no. Mr. Kahn takes issue not with the subject of children who come into the world to be donors but with the use of genetic testing to search out or avoid specific traits. He fears a future in which reproductive technology allows some parents—primarily those who can afford it—to choose their children's physical and mental makeup. Kahn, who is as pessimistic as Strom is optimistic, claims that having a child "is quickly becoming like buying a car." Parents can choose the options they do or do not want. He believes that as genetic tests become more available to the public, there will be more and more parents asking for "embryos without a predisposition* to homosexuality or for kids who will grow to more than six feet tall."

6 Although Kahn's argument smacks of slippery slope* logic, it does seem plausible that some parents, intent on shaping their children's future, would insist on genetic testing in order to select or reject certain traits. The question is, Will those researchers and doctors currently involved in creating even more sophisticated forms of genetic testing allow parents easy access to the tests, or will they restrict access to cases of dire emergency? Since there's no guarantee that genetic tests won't become available for a price, it's hard not to share Kahn's concerns that the tests will be used not solely to save lives, but also to create "designer babies" tailored to suit their parents' specifications. (Source of information: Rick Weiss, "Test-tube Baby Born to Save Ill Sister," *Washington Post,* October 3, 2000, and Abigail

* bioethics: the study of moral and ethical implications caused by new scientific discoveries.
* predisposition: leaning.
* slippery slope: an error in logic in which it's assumed that one event will lead to similar, and even more serious, events no matter what the context.
* As of January 2001, Adam and his sister, Molly, were both thriving.

Trafhord, "Miracle Babies Draw Us into an Ethical Swamp," *Washington Post,* November 14, 2000, p. 208.)

Inference _____

3. An Orphan Train Comes to Arizona

1 Starting in the mid-nineteenth century and continuing into the early twentieth, it was common practice in New York to ship orphaned children out West for placement in foster homes. Technically, many of the children shipped westward were not orphans. Their unwed or abandoned mothers were still alive but unable to care for them. Once the mothers legally gave up guardianship, organizations like the New York Foundling* Hospital or the Children's Aid Society were free to send the children out West on what came to be called "orphan trains." Upon their arrival, the children had the chance to be adopted by foster families, some of whom genuinely wanted children while others were looking for unpaid labor.

2 Thus on October 1, 1904, a train bearing forty orphaned children, three Roman Catholic nuns, four nurses, and an agent from the New York Foundling Hospital arrived at the train station for Clifton-Morenci, twin copper mining towns located on the Mexican border of the Arizona territory. In this particular case, the children were luckier than usual. They were toddlers, so there was little chance they would be adopted in order to become unpaid labor. In addition, their adoptions had been arranged beforehand. The families who wanted to adopt had been recommended by the local priest, French-born Constant Mandin. Local agents had also checked and approved the foster families. Unlike many children who traveled on the orphan trains from New York to the West, the children on this one seemed to have a bright future. Some of them would be deposited with their new families in Clifton while the rest would travel to Morenci the next day. All were dressed in their Sunday best and appeared hopeful about the bright future that lay in store.

3 Waiting at the station when the children finally arrived were Father Mandin and a large crowd of foster parents and onlookers. Some of the onlookers—most of them women—thought they still had the option to select a child if one happened to appeal. It's not

* foundling: abandoned child whose parents are unknown.

surprising, then, that practically within minutes of the children's arrival, trouble began to brew. Several women were enchanted by the children's angelic good looks and wanted to take a child home on the spot. They voiced disappointment at learning that the children already had foster parents and that those parents would be the ones to pick the children up at the local Catholic church.

4 When on the following day the foster mothers arrived at Sacred Heart Church to take their adopted children home, the initial discontent expressed by the other women from the train station exploded into outright fury. Anxious to place orphaned children with Catholics, no one from the Foundling Hospital had cared that the foster families were of Mexican origin. Certainly Father Mandin hadn't given it a thought. From another country and new to the region, he had almost no notion of the ethnic animosities* that separated the townspeople. From his perspective, the foster families had to fulfill two criteria: They had to be Catholic, and they had to provide a good home. Father Mandin apparently didn't consider the ethnic background of the prospective parents worthy of consideration. Unfortunately, as it turned out, ethnic background was crucial to the citizens of both Clifton and Morenci. It was particularly crucial to the Anglo* women whose request for a child had been denied.

5 As the adopted children left the church with their Mexican parents, the women from the train station couldn't believe their eyes. They were being turned down as foster parents while Mexican mothers, whom they considered inferior, were carting off the children they wanted. It didn't take long for amazement to turn to rage, and they decided as a group that something radical had to be done. Contacting two local deputies, the women insisted that the children were being badly treated and had to be saved from their new foster homes. They insisted as well that the agent of the Foundling Hospital be arrested along with Father Mandin. The sisters who had accompanied the children barely escaped an angry crowd of townspeople who brandished weapons and muttered threats about tar and feathers or lynching being the only suitable punishments.

6 One by one, the children, who had looked forward to finally having a stable home, were rounded up by a hastily assembled posse. They were gathered together in the Morenci Hotel and in the Clifton town square in preparation for being adopted by a

* animosities: hostilities.

* Anglo: an English-speaking person not of Hispanic or French descent. Although the word "Anglo" is not appropriate for formal usage, I use it here because Linda Gordon, the author of *The Great Arizona Orphan Abduction*, uses it in her account.

"proper" Anglo family. Those children who were not selected would be sent back to New York with the sisters. The sisters, for their part, now claimed that everything was Father Mandin's fault. According to their story, they themselves had never wanted to turn the children over to the Mexican mothers.

7 Three months after the Arizona arrival of the orphan train, the New York Foundling Hospital filed a suit against one of the men in the posse. Although the adoption proceedings had been thoroughly legal, whereas the vigilante actions of the townspeople had not, the Territorial Supreme Court in Phoenix ruled that the best interests of the children had been served. Two years later, the case was heard by the United States Supreme Court, which ruled that the adoptive parents were unfit to have custody of Anglo children. Since records of how the children fared once they had been "rescued" are all but nonexistent, it's impossible to say how their "best interests" were or were not served in the end. (Sources of information: Linda Gordon, *The Great Arizona Orphan Abduction*, Cambridge, Mass.: Harvard University Press, 1999; and Stephen Lassonde, "Family Values, 1904 Version," *New York Times*, January 9, 2000, p. 21.)

Inference _____

4. What Makes a True Believer?

1 If the parasciences* such as astrology and handwriting analysis have no scientific basis, why do they remain so popular? One explanation is the "Barnum effect"—the tendency for people to accept vague, ambiguous,* and general statements as accurate descriptions of their personalities (French, Fowler, and McCarthy, 1991). The Barnum effect is named after the famous circus owner P. T. Barnum, who declared, "There's a sucker born every minute."

2 Handwriting analysis and astrological readings often sound something like this (based on Forer, 1949):

> You have a great need for other people to like you and admire you. You have a tendency to be critical of yourself. You have a great deal of unused capacity, which you have not used to your advantage. At times, you are extroverted,* affable, and sociable. At times, you are

* parasciences: sciences not supported by evidence of logic.
* ambiguous: capable of being interpreted in more than one way.
* extroverted: outgoing.

shy, wary, and reserved. Some of your aspirations* tend to be pretty unrealistic. Security is one of your major goals in life.

3 People are often amazed by how "accurate" such reports are. As a result, they may conclude that there must be something to horoscopes or handwriting analysis (French, Fowler, and McCarthy, 1991; McKelvie, 1990). The trick is that such a general statement is likely to sound accurate to just about *anyone.* In P. T. Barnum's words, it has "a little something for everyone."

4 The Barnum effect goes hand in hand with another aspect of human reasoning that encourages illogical beliefs. We tend to give the most credence* to information that confirms our expectations and to discount information that doesn't confirm our expectations (Nisbett and Ross, 1980). So we are likely to remember the few times that our horoscope precisely matched our experience and forget the many other times it didn't. Or we focus on the two or three accurate statements in our handwriting analysis and ignore the seven or eight inaccurate ones. The mass media reinforce these biases. If an astrologer correctly predicts the date a world leader is assassinated, for example, the prediction will be picked up as "news," but the thousands of times such predictions are false do not make the headlines. (Rubin et al., *Psychology,* p. 35.)

Inference _____

EXERCISE 4

DIRECTIONS Read each selection. If the main idea of the reading is expressed in a thesis statement, underline it. If a thesis statement does not appear in the reading, write out one you think is implied.

EXAMPLE

Are You Sure You Want to Be a Leader?

1 The word *leader* has positive connotations* for most people. Thus, most of us, if asked whether we would like to be in a position of leadership, will say "yes." To be sure, being a leader has its satisfactions. Leadership brings with it power and prestige. Often it brings status, respect, and opportunities for professional advancement and financial gain. Yet those of us intent on pursuing leader-

* aspirations: hopes, desires.
* credence: belief.
* connotations: associations.

ship roles in our professional lives don't always take into account the fact that leaders are usually expected to work longer hours than other employees are. Actually, people in organizational leadership positions typically spend about fifty-five hours per week working. During periods of peak demand, this figure can rise to eighty hours per week.

2 Being a leader is also a good way to discover the validity* of Murphy's law: "If anything can go wrong, it will." A leader is constantly required to solve numerous problems involving both people and things. Because of those problems and the difficulties attendant on solving them, many people find leadership positions enormously stressful. As a result, many managers experience burnout and abandon their positions.

3 In addition, people in managerial positions complain repeatedly that they are held responsible for things over which they have little control. As a leader, for example, you might be expected to work with an ill-performing team member, yet you might not have the power to fire him or her. You might also be called on to produce a high-quality service or product but not be given the staff or the funds to get the job done effectively.

4 In a sense, the higher you rise as a leader, the more lonely you are likely to be. After all, leadership limits the number of people in whom you can confide. It is awkward, not to speak of unprofessional, to complain about one of your employees to another employee. Then, too, you need to be wary about voicing complaints against your superiors to the people who work for you. Such complaints are bad for morale. Even worse, they can threaten your job security. Not surprisingly, people in leadership positions complain that they miss being "one of the gang."

5 People at all levels of an organization, from the office assistant to the chairperson of the board, must be aware of political factors. Yet you can avoid politics more easily as an individual contributor than you can as a leader. As a leader you have to engage in political byplay from three directions: below, sideways, and upward. Political tactics such as forming alliances and coalitions are a necessary part of a leader's role. (Adapted from Dubrin, *Leadership*, pp. 16–17.)

Inference *Although being a leader has some very positive consequences, it also has some very negative ones that need to be carefully considered.*

* validity: truth, accuracy.

EXPLANATION Although the paragraph opens by describing the positive consequences of being a leader, most of the paragraphs describe the negative effects of assuming a leadership role. Yet, if you look for a general statement that sums up both the positive and the negative consequences of leadership, you won't find it. What this means is that the reader has to draw an inference like the one shown above.

1. The Presidency of John F. Kennedy

1 President John F. Kennedy was, as novelist Norman Mailer wrote, "our leading man." Young and handsome, the new chief executive was the first president born in the twentieth century. Considered an intellectual by the public, he had a genuinely inquiring mind, and, as a patron of the arts, he brought wit and sophistication to the White House.

2 In contrast to the Eisenhower administration, the new president surrounded himself with young men who had fresh ideas for invigorating* the nation. (Kennedy appointed only one woman to a significant position.) Secretary of Defense Robert McNamara, age forty-four, had been an assistant professor at Harvard at twenty-four and later the whiz-kid president of the Ford Motor Company. Kennedy's special assistant for national security affairs, McGeorge Bundy, age forty-one, had become a Harvard dean at thirty-four with only a bachelor's degree. Kennedy was only forty-three, and his brother Robert, the attorney general, was thirty-five.

3 Still, Kennedy's ambitious program, known as the "New Frontier," promised more than the president could deliver: an end to racial discrimination,* federal aid to education, medical care for the elderly, and government action to halt the economic decline the country was suffering. Only eight months into his first year, it was evident that Kennedy lacked the ability to move Congress, which was dominated by a conservative group of Republicans and southern Democrats. In that year, Kennedy saw the defeat of bills providing for federal aid to education and a boost in the minimum wage.

4 Still struggling to please conservative members of Congress, the new president did not pursue civil rights with vigor. Kennedy did establish the President's Committee on Equal Employment Opportunity to eliminate racial discrimination in government hiring.

* invigorating: bringing to life.
* discrimination: the act of favoring one group over another.

But he waited until late 1962 before honoring a 1960 campaign pledge to issue an executive order* forbidding segregation in federally funded housing. The struggle for racial equality was the most important social issue of the time, and Kennedy's performance disappointed civil rights supporters. (Adapted from Norton et al., *A People and a Nation*, p. 620.)

Inference _____

2. Weightlifting: An Ancient Art

1 In recent years, weight training has become more and more popular. Physical strength and stamina are among the new yardsticks of health. For many people, workouts at a health club or a gym are part of their routine. But the interest in physical strength and stamina is not new; it has a long history that goes back to the ancient world.

2 Great strength has always been prized. Chinese recruits during the Chou dynasty (1122–255 B.C.) had to pass weightlifting tests before they were accepted into the army. And evidence from ancient Egypt, India, Greece, and Rome indicates that exercises were performed with weights of stone, marble, and lead. At Olympia, the site of the original Olympic Games, archaeologists discovered a 315-pound block of red sandstone dating from the sixth century B.C. Its inscription states that the athlete known as Bybon had thrown it over his head with only one hand.

3 Although the Romans, too, knew about exercising with weights, the practice seems to have all but disappeared by the Middle Ages. It wasn't until the Renaissance* that weight training once again became part of school curricula, because physical strength was considered an essential quality of the well-rounded Renaissance man.

4 By the eighteenth century, weightlifting had moved from the athletic arena to the field of entertainment. For a fee, an Englishman nicknamed Sampson would lift a horse with his bare hands. A German weight lifter named Van Eckeberg was renowned for lying on the ground with an anvil* on his chest while an assistant struck it with a hammer.

* executive order: a governmental regulation that has the force of law. An executive order, for example, ended segregation in the military.
* Renaissance: a period of time between the fourteenth and seventeenth centuries in which art and education flourished.
* anvil: a heavy block of iron or steel.

5 In the nineteenth century, strongmen from Europe found a ready audience in the United States. Central European and Scottish immigrants in particular were instrumental in moving displays of strength from the theater stage back to gymnasiums. A German, Louis Durlacher, nicknamed "Professor Attila,"* emigrated to New York, where he opened the first physical culture studio in 1894. Training many of the great men of his day, Durlacher helped win respectability for weightlifting. Today, weightlifting is an established sport and part of the drive for physical perfection that was so admired in the ancient world. (Adapted from "Pulling Their Weight," *Facts and Fallacies*. Pleasantville, N.Y.: Reader's Digest Association, 1988, pp. 88–89.)

Inference _____



Taking Notes

More students than you might think agonize over note taking. Afraid of leaving out something important, they often end up rewriting the entire chapter. Or else, they give up altogether and prepare for exams by reading and rereading the same chapter. Neither strategy is very effective. But fortunately there is another approach. Or, to be more precise, there are other approaches, because note taking should really be a two-step procedure. The first step is take notes while you read, jotting your notes in the margins of your text. In the second, take notes on a separate sheet of paper, using your marginal jottings as a guide to what you should include or leave out.

Underline and Take Notes in the Margins

When you underline and take marginal notes, remember to be selective. Underline and record only the most essential elements—the main idea and major details. However, you should also underline key words, indicate relationships like cause and effect or comparison and contrast,* and highlight important names or dates. Here to illustrate is a sample passage. Note how it's marked in preparation for note taking.

* Attila (406–453): the most successful invader of the Roman Empire.
* For more on relationships in writing, see Chapters 8 and 9.

New Frontier too ambitious, K couldn't deliver

Kennedy's ambitious program, the New Frontier, promised more than Kennedy could deliver: (1) an end to racial discrimination, (2) federal aid to education, (3) medical care for the elderly, and (4) government action to halt the economic decline the country was suffering. Only eight months into his first year, it was evident that Kennedy lacked the ability to move Congress, which was dominated by a conservative group of Republicans and southern Democrats. In 1961 Kennedy saw the defeat of bills providing for (1) federal aid to education and (2) a boost in the minimum wage. Still struggling to please conservative members of Congress, the new president pursued civil rights with a lack of vigor.

Tried to please conservatives

Kennedy did establish the President's Commission on Equal Employment Opportunity to eliminate racial discrimination in government hiring. But he waited until late 1962 before honoring a 1960 campaign pledge to issue an executive order forbidding segregation in federally funded housing.

Waited until 1962 to honor 1960 pledge of executive order

Marking a passage prior to taking notes does indeed take more time. But in the long run, it's worth the effort. When you're ready to take notes, you'll know exactly what to include and what to leave out.

The following is a list of symbols commonly used to highlight key elements in a passage. Feel free, however, to invent new symbols or modify the ones shown here.

Symbols for Marking Your Text

Underlining for thesis statements, topic sentences, and supporting details	— — —
Abbreviations to show the type of support: examples, reasons, statistics	Ex, R, Stat
Numbers to itemize examples, reasons, steps, or studies	1, 2, 3
Stars for particularly important statements or quotations	★ ★
Boxes for transitional words or key terms	□

Circles for key names, dates, or terms	○
Exclamation points to show surprise	! !
Question marks to indicate an unclear sentence or passage	? ?
The letters TQ to identify potential test questions; the letters RR to indicate the need for a second reading	TQ and RR
Connected arrows to highlight related statements	
Vertical marks or brackets to emphasize a key passage	‖ []
Marginal notes to record comments and questions	Argument doesn't make sense.
Equal signs to identify definitions following key words	=



Making an Informal Outline

When you take notes using an informal outline, you don't need to follow the strict requirements of formal outlines. You can mix sentences with phrases, numbers with letters. The only test of an informal outline is how well it works for you. If your outline (1) records the main or controlling idea of the reading and (2) clearly identifies the details essential to your understanding of that idea, it's a good outline.

Here is an informal outline based on the previous reading about Kennedy's New Frontier:

Main Idea Kennedy's New Frontier made promises he couldn't keep.

Supporting Details

1. Failed Promises (1) end to racial discrimination (2) more federal aid to education (3) medical care for elderly (4) government intervention in economy

 a. lacked ability to move Congress
 b. 1961: defeat of federal aid to education and increase in minimum wage

2. K. didn't pursue civil rights agenda
 a. waited until '62 before issuing an executive order stopping segregation in federally funded housing
 b. did establish Commission on Equal Employment Opportunity

To a large degree, how you outline is up to you. Still, there are some definite guidelines to follow if you want to take notes that are brief, complete, and well organized.

Guidelines for Outlining

1. **Indent to show relationships.** Even at a quick glance, your outline should clearly identify the main idea of the entire reading. Always start off by writing the main idea closest to the left-hand margin. Then underneath and indented, list the supporting details used to explain it.
2. **Condense and abbreviate.** Whenever you can, use phrases instead of sentences. If possible, make up your own shorthand for common words and use it consistently. If a name appears several times, spell it out once, then use initials. For example, in the sample notes above, Kennedy becomes K.
3. **Always paraphrase.** If you just copy the author's words into your outline, you can't be sure you understand them. An outline of ideas you haven't really grasped is not going to do you much good when finals roll around.
4. **Leave plenty of space.** Think of your outline as a work in progress. As you gather additional information from lectures or outside reading, you may want to add to it, so leave plenty of space both in the margins and between sentences.
5. **Reorder the material if it helps you remember it.** There's no law saying you have to re-create the author's original pattern of presentation. If you think combining facts or ideas that actually appear in separate paragraphs will help you remember them more easily, then, by all means, do it.

Exercise 5

DIRECTIONS Read each selection. Then fill in the blanks left in the outlines.

EXAMPLE

Harriet Tubman and the Underground Railroad*

1 Even though the famed abolitionist* Harriet Tubman (1820?–1913) gave several interviews about her early life, the facts are hard to verify.* There are, for example, no exact records of her birth, although most history books cite 1820 as the year she was born. However, one item in Harriet Tubman's biography needs no verification: Because of her efforts, hundreds of slaves found their way to freedom.

2 According to Tubman's own account, she decided on her life's work when she was only thirteen years old. Badly beaten and wounded in the head by the man who owned her, she prayed that guilt would make him repent and see the light. But when he came to visit her, intent only on seeing if she was well enough to sell, the girl realized that prayers were not enough. From that moment on, she knew that she had no choice but to escape to the North and wage a battle against slavery.

3 Although Tubman married in 1844, she did not forget her vow to fight. Quiet as she seemed to those around her, she was only biding her time until she could escape with her two brothers, and, in 1849, the three set out together. Although her brothers eventually gave up, Tubman did not. Hunger and exhaustion could not deter* her. From her point of view, death was a better alternative than slavery. Spending long nights alone in the woods, Tubman traveled hundreds of miles until she arrived in Philadelphia, a free woman. The year was 1850, and Tubman was just thirty years old.

4 Before long, Tubman made contact with members of the Underground Railroad, learning the names of people and places that could guarantee safety for fleeing slaves. With her knowledge of the underground network, Tubman returned to the South for her sister and her sister's children. One year later, in 1851, she returned again for her brothers. In the same year, she went back

* Underground Railroad: group of people who helped slaves escape to freedom.
* abolitionist: a person who wanted to end slavery.
* verify: prove true.
* deter: stop, hinder.

for her husband, only to find that he had a new family and was content to stay where he was.

5 During the next ten years, Tubman traveled back and forth between the free and slave states, making about twenty secret journeys in all. Ultimately, she was personally responsible for the escape of more than three hundred men, women, and children.

6 Because some of the escapes were extraordinary and because she was subject to strange seizures, some people thought Harriet Tubman had magical powers. But those who traveled with her knew otherwise. To them, Tubman's success was not mysterious. It was the result of brains, daring, and ingenuity. Magic had nothing to do with it.

7 Tubman planned her rescues with enormous attention to detail, and she flatly refused to take any chances that might endanger her charges. If, for example, wanted notices were posted describing the number and appearance of her group, she would change the group's makeup. If the description said one man and two women, she would dress one of the women in men's clothes to outwit her pursuers. If any member of her party aroused her suspicions, she would refuse to take that person. It was this attention to minute detail that made her so successful in her rescue attempts and earned her the nickname "Moses."

8 Yet another black American to escape slavery and become an influential abolitionist was Frederick Douglass,* whose contributions are outlined in the section that follows.

Main Idea *Harriet Tubman enabled hundreds of slaves to gain freedom.*

Supporting Details

1. After being badly beaten, she decided to escape slavery and take action against it.

2. 1844; got married, but did not forget her vow to fight.

a. 1849, escaped.

b. 1850; arrived in Philadelphia a free woman at the age of thirty.

3. Made contact with the Underground Railroad and learned who could guarantee safety.

* Frederick Douglass (1817–1895): Douglass escaped slavery and went on to become a famous abolitionist.

a. Made twenty secret journeys.

b. She was so successful, people thought she had magical powers.

4. *She planned her rescues with great attention to detail and took no chances.*

a. If wanted notices described her party, she would change the group's appearance.

b. *If she had doubts about a person, she wouldn't take that person.*

c. Earned the nickname "Moses."

EXPLANATION Because most of the reading deals with Tubman's efforts to free other enslaved people, the last sentence in paragraph 1 is the thesis statement. It effectively sums up the reading. Although there are eight paragraphs, only four of them contain major details. Note, too, the transitional sentence that ends the reading. As you might expect, such a transition need not appear in your notes.



Expanding Your Horizons

Want to learn more about Harriet Tubman and other men and women who resisted slavery and fought to be free? Go to http://www.afroam.org/history/. Click on "Black Resistance" and then "Enter Slavery Exhibit."

1. Does Culture Shape Memory?

1 Does the culture that we grow up in affect the way our memories work? This question was posed by Ernest Dube, a psychologist who was born in South Africa and later received a doctoral degree at Cornell University in the United States. The results of Dr. Dube's research suggest that culture has a powerful effect on what we remember and how we remember it.

2 Dube's research focused on people's ability to remember and retell stories that they hear. He asked subjects from three different groups to listen to tape-recorded stories and then to do their best to retell them. The three groups were young African men and

women in Botswana* who could neither read nor write, junior high school students in Botswana, and junior high school students in upstate New York.

3 Dube's subjects listened to two long stories that they had never heard before. One was an African story, translated into English for the American subjects. The other was an American story, translated for the African subjects into Setswana, their native language.

4 After listening to each story, the subjects were asked to retell the story into a tape recorder. The tape recordings were later scored for their accuracy. Dube was not concerned with whether the subjects were able to retell the stories word for word. Rather, the subjects got credit for accurately relating the gist* of a story's themes and episodes. The more themes and episodes that subjects recalled, the higher their scores.

5 On the average, Dube found, the African subjects remembered the stories considerably better than the American students did. The African subjects demonstrated fuller recall not only of the African story but also of the American story. Even the African subjects who could not read excelled.

6 What might account for the African subjects' better performance? The most likely explanation is that the Africans were more familiar with the skill of retelling stories than were their American counterparts. Storytelling is encouraged in many African cultures. For example, older children are often expected to retell stories to their younger brothers and sisters. This skill is familiar to the people of Botswana, whether or not they learn to read and write. In America, by contrast, storytelling is less common. Stories may be read aloud from a book or watched on television, but they are infrequently retold from memory. (Adapted from Rubin et al., *Psychology*, p. 152.)

Main Idea _____

Supporting Details **1.** Research focused on ability to hear and retell stories.

a. Asked subjects in three different groups to listen to and tell stories

* Botswana: a country in south-central Africa.
* gist: main idea.

1) _____

2) _____

3) _____

2. Subjects listened to stories they had never heard before.

a. _____

b. _____

3. _____

a. Subjects got credit for accuracy.

b. The more they remembered, the higher their scores.

4. _____

5. Most likely explanation for Africans' greater ability to remember is that they were more familiar with storytelling.

a. _____

b. In America, storytelling is less common.

1) _____

2. The Historical Roots of Computers

1 Computers might seem to be sophisticated and wholly modern inventions. However, their scientific roots are simple and ancient. Throughout history, inventors have come up with devices that step by step led to the creation of computers. These early devices can be grouped into three categories, based on the tasks they performed.

Counting and Calculating

2 The oldest known abacus, or counting tool, is the Salamis tablet. It was used by the Babylonians around 300 B.C. and discovered on the island of Salamis in 1899. Made out of marble and marked by two sets of eleven vertical lines, it allowed the Babylonians to

perform simple mathematical calculations. The abacus as we know it today appeared around 1200 A.D. in China. In this later form of the abacus, counting was done by moving pebbles along wooden slats. The abacus only became obsolete* when Scottish mathematician John Napier created a set of counting rods known as "Napier's bones." The first true calculator was invented in 1642 by Frenchman Blaise Pascal; his machine, the Pascaline, could add and subtract automatically.

Collecting and Sorting Information

3 The next step toward computing was an electromagnetic machine that gathered and sorted information on punch cards. The brainchild of an American scientist, Herman Hollerith, this invention won a government contest that sought to make the 1890 U.S. census more efficient.

Storing and Using Facts

4 Perhaps the greatest leap in computing was the creation of digital technology, which reduces information to a series of on-and-off switches. The earliest digital computer, built in 1938 in Germany by Konrad Zuse, paved the way for machines that store massive amounts of information and allow us to manipulate facts in countless ways. Then, in 1951, an American company, Remington-Rand, developed the first computer to store digital data* on magnetic tape. This innovation led to mainframe computers* and the use of computer keyboards in the 1950s and 1960s.

Main Idea _____

Supporting Details **1.** Oldest known abacus, or counting device, is the Salamis tablet used by the Babylonians around 300 B.C.

a. Discovered on the island of Salamis in 1899

b. Made out of marble and marked with two sets of eleven vertical lines, it allowed Babylonians to do simple math.

c. Abacus as we know it appeared in China around 1200 A.D.

* obsolete: out of date.
* digital data: information expressed in numbers.
* mainframe computers: large, extremely powerful computers.

d. Abacus became obsolete when John Napier created "Napier's bones," a set of counting rods.

e. _____

f. _____

2. Devices for collecting and sorting information.

a. The next important step on the way to the computer was an electromagnetic machine that gathered and sorted info on punch cards.

b. _____

3. _____

a. Creation of digital technology: reduces information to series of on-and-off switches.

b. 1936: Konrad Zuse built the earliest digital computer and set the stage for machines with vast storage capabilities.

c. _____

d. _____

EXERCISE 6

DIRECTIONS Read each selection. Then take notes using an informal outline.

EXAMPLE

A Brief History of Labor

1 In the mid-1800s, improved transportation in the United States opened new markets for manufactured goods. As a result, American industry began to grow. The Civil War and the growth of railroads after the war led to further industrial expansion. As industry grew, so too did the need for more and more skilled industrial workers. With the growth of a skilled labor force, craft unions

emerged in industrialized areas. From these early, nineteenth-century craft unions, three noteworthy labor organizations evolved.

2 **Knights of Labor.** The first significant national labor organization to emerge was the Knights of Labor, formed as a secret society in 1869 by Uriah Stephens. Membership reached approximately 700,000 by 1886. One major goal of the Knights was to eliminate the depersonalization that workers felt as a result of mass-production methods. Another was to improve the moral standards of both employees and society. Unfortunately, its leaders mistakenly assumed that all employees had the same goals as the Knights' leaders—social reform.

3 **American Federation of Labor.** In 1886, several leaders of the Knights joined with independent craft unions to form the American Federation of Labor (AFL). Samuel Gompers, one of the AFL's founders, became its first president. Gompers believed that the goals of a union should be those of its members, not those of its leaders. The AFL did not seek to challenge the existing business system, as the Knights of Labor had. Instead, its goal was to improve its members' living standards within that system.

4 **Industrial Workers of the World.** The Industrial Workers of the World (IWW) was created in 1905 as a more radical* alternative to the AFL. Among its goals was the overthrow of capitalism.* This revolutionary stance prevented the IWW from gaining much of a foothold. Perhaps its major accomplishment was to make the AFL seem, by comparison, less threatening to business leaders. (Pride et al., *Business*, p. 329–330.)

Main Idea *Of the nineteenth-century craft unions that emerged in industrialized areas, three were especially significant.*

Supporting Details 1. *Knights of Labor was formed as a secret society in 1869 by Uriah Stephens.*

 a. *wanted to humanize the workplace*

 b. *improve moral standards for both workers and society*

 c. *leaders were wrong in thinking that everyone wanted social reform.*

* radical: untraditional, seeking enormous change.
* capitalism: free-market system with the means of production in the hands of private individuals.

2. *American Federation of Labor was a group of craft unions led by Samuel Gompers.*
 a. *Gompers believed that goals of a union should be decided by its members.*
 b. *wanted to improve employees' standard of living, not change existing system*
3. *Industrial Workers of the World appeared in 1905 as a radical challenge to the AFL.*
 a. *wanted to overthrow capitalism*
 b. *didn't last very long*
 c. *did make AFL seem like the better alternative to business leaders*

EXPLANATION The thesis statement appears at the end of paragraph 1 and gives you a strong clue to the major details. The phrase "three noteworthy labor organizations" tells you that identifying each of the three labor organizations is essential to understanding the thesis statement. The next step is to decide which details about those organizations are essential and which are not.

1. The Search for Robin Hood

1 Robin Hood is a familiar figure to most of us. The outlaw who robbed the rich to give to the poor and dwelt with his band of merry followers in Sherwood Forest has long been celebrated in both prose and poetry. On stage and screen, he has fascinated countless generations. Yet behind that popular character lurks a mystery: Who, exactly, was Robin Hood? Did he exist at all?

2 The evidence for a real, living, breathing Robin Hood is rather flimsy.* Records show that in thirteenth-century England there were a number of people who answered to his name or to something close to it. Yorkshire* birth records note the arrival of a Robin Hood who apparently died in infancy. Also of Yorkshire was Robyn Hode, a servant to King Edward II. The man known as Robert Hude is remembered only through a now almost illegible name on a gravestone. In Sussex, there was also Gilbert Robynhod, a

* flimsy: weak.
* Yorkshire: a region in northern England.

man whose name appears often in the local sheriff's records for nonpayment of debts.

3 Despite careful searches of local records by historians, there is little connecting any of these men to the legendary Robin Hood. Still, there just may be a grain of truth in the legend of Robin and his merry band.

4 In the thirteenth century, England certainly had its share of outlaws. Perhaps the most famous was Hereward the Wake, the last Anglo-Saxon* chief to resist the Norman Conquest* of 1066. Hereward and countless others rebelled against Norman rule and fled into the thick forests that carpeted the English countryside.

5 Not surprisingly, their exploits* formed the basis of numerous stories and ballads* in which the figure of Robin Hood consistently played a key role. Robin's presence in so many different songs and stories has led to the belief that he probably did exist, although perhaps not in such heroic form. (Adapted from *Facts and Fallacies*, p. 366.)

Main Idea _____

Supporting Details _____

* Anglo-Saxon: member of the Germanic tribes who settled Britain in the fifth and sixth centuries.
* Norman Conquest: In 1066, England was conquered by the French under William the Conqueror.
* exploits: adventures.
* ballads: songs.

2. Home Birth

1 In the last decade, giving birth at home has become an increasingly popular option for some couples. Assisted by a physician or a nurse-midwife, many women have successfully given birth at home to healthy babies. In fact, some studies indicate that—for uncomplicated pregnancies—home delivery is as safe as hospital delivery (Hahn and Page, 1980; Hoff and Schneiderman, 1985).

2 Advocates* of home birth argue that the atmosphere in a hospital—with all its forbidding machines, rules, regulations, and general lack of "homeyness"—is stressful. Therefore, giving birth in a hospital detracts from what should be a joyous, natural human experience. Supporters of home birth further argue that hospitals are meant to deal with illness and that the delivery of a baby should not be viewed as an illness.

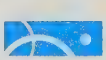
3 On the other side of the argument, critics of home birth argue that if emergency medical procedures are necessary, giving birth at home may be downright dangerous. Furthermore, hospital practices in labor and delivery have changed radically in the last decade, particularly with the increased popularity of the Lamaze method.* Thus, hospitals are not the strange, forbidding environments they once were. Most hospitals, for example, allow fathers to be present for the entire labor and delivery, and many allow the father to be present in the operating room during cesarean* deliveries. Many hospitals have also created birthing centers, homelike rooms with comfortable beds and armchairs, that allow labor and delivery to occur in a relaxed atmosphere, while being only a minute away from emergency equipment.

4 For a woman who wants to have a home birth, careful medical screening is essential. Only women with normal pregnancies and anticipated normal deliveries should attempt a home birth. A qualified physician or nurse-midwife must be part of the planning. Finally, there must be access to a hospital in case of an unanticipated emergency. (Adapted from Janet Shibley Hyde, *Understanding Human Sexuality,* 5th ed., pp. 176–177. Copyright © 1994. Reproduced with permission of the publisher, The McGraw-Hill Companies.)

* advocates: people who support a particular theory or plan.
* Lamaze method: method of giving birth without the use of drugs.
* cesarean: deliveries that involve cutting through the abdomen.

Main Idea _____

Supporting Details _____



Writing Chapter Summaries

Informal outlining, so useful for textbooks heavy on detail, is not the only way to take notes. For textbooks that are less heavy on detail, consider writing summaries, with one summary per chapter section.

Summaries of chapter sections—or any other kind of reading, for that matter—usually reduce the original text to about one-quarter of its original length. This reduction is accomplished by including only the *most essential elements* of the reading: (1) the main idea, (2) *only* those details essential to clarifying or proving the main idea, and (3) *only* those concluding statements that make a prediction, offer a solution, or describe an outcome.

Here to illustrate is a sample reading followed by a summary. Note how much the original text has been reduced:

Hard versus Soft News

Where news is concerned, there are two different categories, hard news and soft news. The former is what most people think of as news. Something actually happens on a particular day—a bank is robbed, a bridge collapses, or civil war breaks out in a foreign land. Time is an important consideration in such stories. They are news because they are the day's fresh happenings in local and world events and must be reported to the public as rapidly as possible.

Soft news, on the other hand, is not so time-critical. It focuses on situations, people, or events that have "human interest." Such stories are seldom based on events that are restricted to a particular day. Thus, they can be used in the news whenever they are needed.

A classic example is the story of a pair of male and female eagles in the Syracuse, New York zoo. Captured originally as part of a breeding program to reestablish eagles in the wild, the pair finally bred and the mother incubated an egg until a chick hatched. Then the mother died. Observers predicted disaster. Surprisingly, however, the male eagle took over the job of raising the newly hatched infant. The father fed the baby regularly, cleaned it, and so on, until it grew large enough to be released in the wild. The local media and the public loved it, and these events provided an ongoing series of touching stories—a classic example of soft news. (Melvin L. DeFleur and Everette E. Dennis, *Understanding Mass Communication,* 6th ed. Boston: Houghton Mifflin, 1998, p. 243.)

Summary

News can be divided into two kinds, hard and soft. Daily happenings in local, national, and world affairs make up hard news. The collapse of a bridge or the outbreak of civil war is hard news. Soft news need not be particularly current, but it must have human interest. A father eagle who takes care of a fledgling when the mother dies is a good example of soft news.

In this summary, only the absolute essentials remain from the original reading. The controlling main idea remains, as do just enough of the supporting details to make that idea meaningful. In short, the summary has reduced the original material to its bare bones. That's what makes it effective for later reviews.

Guidelines for Summary Writing

1. **Highlight the Essentials.** Underline and mark your text while you read to discover and highlight the essential elements—the overall main idea, the supporting details needed to explain or prove that main idea, and any concluding statements that make predictions, offer solutions, or describe consequences.
2. **Introductions Aren't Necessary.** Start your summary with the main idea of the entire reading. Introductions are essential to essays, not bare-bones summaries.
3. **Use Questions to Guide Your Thinking.** Ask yourself which reasons, examples, facts, etc., are absolutely essential to your understanding of the main idea. Generally speaking, your summary should be guided by the same questions that organize the opening paragraphs of newspaper articles. A good summary should tell you *who, what, when, where, why,* and *how.*
4. **Use Your Own Words.** Here again, paraphrasing is essential. Through paraphrasing, you give your mind a chance to rework and rethink the material. If your summary uses the exact same words as the author, you can't be sure you understood the meaning that resides in those words.
5. **Accuracy Counts.** Be as accurate as possible. The need to be selective, for example, doesn't mean you can distort the author's meaning. For example, if the reading talks about two causes of global warming and your summary makes it seem that there is only one, you are distorting the author's original meaning, and that's a mistake. If there are two causes, you need to summarize both. Don't sacrifice accuracy in the name of brevity.
6. **Summarize, Don't Interpret.** A summary should give an abbreviated version of the author's ideas. It should not include any of your own interpretations or comments. Save those for the margins of your text, where you can comment to your heart's content.

EXERCISE 7

DIRECTIONS Read the selection on urban riots. Then circle the letter of the summary that best fits the guidelines on page 338.

Urban Riots Are Anything But New

Urban riots, which many think of as modern events and signs of a current social decline, have actually been with us since the 1700s. According to historian Richard Brown, rioting by the lower-class urban populations was even a major factor in bringing on the American Revolution.

The 1830s, 1840s, and 1850s were times of especially heavy urban rioting. At least thirty-five major riots and numerous minor ones occurred in Baltimore, Philadelphia, New York, and Boston. These cities had three labor riots, three anti-Catholic riots, and various riots by the unruly volunteer fire departments. At the root of the rioting was the rise of urban slums, the lack of effective police forces, and a rapidly growing immigrant population—chiefly Irish Catholics, who were heavily involved in this wave of urban violence. Ethnic and religious hostility underlay the violent confrontations between the Irish and Protestants; racial prejudice and competition for jobs were at the root of confrontations with African Americans.

Until the 1960s, the most common twentieth-century American race riot was the **communal riot.** In this type of riot—also called a *contested area riot*—one group would contest another's control of an area of the city. According to sociologist Morris Janowitz, the cities in which communal riots occurred contained large numbers of new migrants—both African American and white—who were living in segregated areas. With a background of increasing tension and minor outbursts of violence, a single incident usually triggered the riot.

For example, between 1917 and 1919, whites bombed more than twenty-seven homes of Chicago blacks. None of these incidents led to riots. What did, however, was the death of a seventeen-year-old black youth who swam into an area of Lake Michigan used exclusively by whites. When other blacks challenged the whites' use of this part of the beach, crowds of blacks and whites began throwing stones at one another. The black swimmer, still in the water, eventually drowned. Rumors abounded* that he had

* abounded: spread widely.

been stoned to death, and a riot ensued. Thirty-eight people were killed, 537 were injured, and about 1,000 left homeless. (Adapted from Henslin, *Social Problems,* p. 452.)

Summary a. Urban riots are not new. They have been with us since the 1700s. According to one historian, Richard Brown, rioting by the working-class urban populations was even a major factor in bringing on the American Revolution. Riots were especially common in the 1830s, 1840s, and 1850s. There were around 35 major riots and many minor ones in Baltimore, Philadelphia, New York, and Boston. These cities experienced labor riots, riots against Catholics, and riots by the volunteer fire departments. The riots occurred for a number of reasons; among them were urban slums, an ineffective police force, and a growing number of immigrants in the cities. There was also ethnic and religious hostility between the Irish and Protestants. Job competition and racism helped fuel the confrontations between whites and African Americans.

Prior to the sixties, the most common kind of race riot was the communal riot, also known as the "contested area riot." When these riots occurred, groups would fight for control of particular city areas. According to sociologist Morris Janowitz, cities that experienced these riots contained numerous immigrants living in segregated areas. Usually a single incident triggered the riot. For example, between the years 1917 and 1919, whites bombed the homes of at least 27 Chicago blacks. Yet none of these incidents led to a riot. The incident that did involved a young black man who swam into an area of Lake Michigan considered restricted to whites. When other black beach-goers insisted they, too, had a right to swim in the lake, a fight started and both sides began throwing stones. During the fight, the black swimmer drowned, and it was rumored that he had been stoned to death. A riot then broke out in which 38 people were killed, 537 injured, and as many as 1,000 left homeless.

Summary b. Although many people think that urban riots are strictly modern events, they have been with us even prior to the American Revolution in 1776. The 1830s, '40s, and '50s were also times of particularly heavy rioting in cities like Baltimore, Philadelphia, New York, and Boston. There were labor riots, anti-Catholic riots, and riots by volunteer firemen. Generally speaking, the riots had several causes. Among them were urban slums, an inadequate police force, a fast-growing immigrant population, competition for jobs, and ethnic, racial, and religious hostility.

Before the 1960s, the most typical racial riot was the communal riot, also known as the "contested area riot." In this type of riot, one group would challenge another's control over a particular city area. For example, an interracial fight broke out over white control of swimming rights in Lake Michigan. When a black swimmer was killed during the fight, there was a full-scale riot in which 38 people were killed, 537 injured, and at least 1,000 left homeless.

Summary c. Many people think that urban riots are a sign of modern times, but actually urban riots have been with us since the 1800s. During these times cities like Baltimore, Philadelphia, New York, and Boston were the scene of urban riots. Up until the 1960s, the most typical race riot was known as the "contested area riot." In one such riot, more than 1,000 people were left homeless, and more than 500 people died.

EXERCISE 8

DIRECTIONS Read the sample selection and summary that follows. Then read and summarize the selection titled "The Christian Music Industry."

EXAMPLE

Interethnic Friendships

Friendships between adolescents from different ethnic and racial groups tend to be an exception rather than the rule. One national study of students enrolled in more than one thousand public and private high schools in the United States found that fewer than 3.5 percent of the eighteen thousand friendships identified by students involved friendships between African-American and white teens (Hallianan & Williams, 1989).

However, the social contexts in which potential friendship interactions occur seem to make an important difference. In one study of school and neighborhood friendship patterns among African-American and white students attending integrated high schools, most students reported having a close other-race school friend. But only about one-quarter saw such a friend frequently outside school.

Living in a neighborhood with children from other ethnic groups appears to increase the likelihood of having close other-race friends outside of school. Having a higher proportion of neighborhood friends attending one's school affects other-race friend-

ship. Living in a racially mixed neighborhood can help create positive attitudes toward members of other ethnic groups and provide a meeting ground on which cross-race friendships can develop outside of school. The informal peer activities that occur in neighborhood settings are more likely to promote close friendships across groups than the more formal teacher-directed activities in school. (Adapted from Seifert et al., *Lifespan Development*, p. 394.)

Summary *Interethnic friendships between adolescents tend to be rare. In one study, only 3.5 percent of the 18,000 friendships observed were between white and African-American adolescents. However, interethnic friendships definitely seem to be affected by social context. In one study of integrated high schools, most students reported having a friend of another race. Living in a neighborhood with children from other ethnic groups also seems to encourage interethnic friendships.*

EXPLANATION The summary considerably reduces the original reading, but it does cover the essentials. It identifies the implied main idea—although interethnic friendships seem to be rare, they tend to increase under the right conditions—as well as the study cited in support of that main idea. Note, however, that the summary also names the social contexts which affect interethnic friendships among adolescents. This, too, is essential because so much of the reading is devoted to explaining the factors that can encourage adolescent interethnic relationships.

Now it's your turn to write a summary of the following article.

The Christian Music Industry

For many years, the Christian music segment of the record business was nearly invisible. Most record stores did not stock Christian albums. Instead, over 90 percent of all Christian music was sold through religious bookstores, usually small, locally owned businesses. The exhibition side of the industry was also separate from the rest of the record industry. Followers learned about Christian artists through one of the hundreds of religious radio and television stations across the United States or from their friends at church.

Today Christian music accounts for more than 3 percent of all album sales, and Christian music has become increasingly mainstream. Christian albums have earned a place in the record racks of chain stores such as Wal-Mart. Christian artists like Amy Grant, Michael W. Smith, and Sandy Patti have branched out from their core Christian music emphasis and found pop success. Even MTV has played videos from Christian rock bands.

Recent figures indicated that, in total, Christian music has become a $750 million a year industry. Some artists worry that this commercial success is harming the genre.* Major Hollywood record labels have bought out formerly independent religious record companies. These new owners seem less focused on ministry and more on the money. Like artists in other musical genres, Christian artists are finding that in the music business, the emphasis is increasingly less on music and more on business. (Turow, *Media Today,* p. 213.)

Summary

* genre: category or class.

End-of-Chapter Reading 7

DIRECTIONS Read the following selection. Then answer the questions at the end.

LEGAL RIGHTS FOR ANIMALS

1 A little more than two decades ago, something called "animal law" starting gaining public notice. There were several pet custody and wrongful death cases mentioned in the press that immediately became fodder* for late-night comedians. Except for those involved, almost everyone seemed to think that talking about the legal rights of animals was a huge joke. In addition to the comic monologues, there were numerous cartoons showing a dog or cat sitting in the witness chair of a courtroom with paw raised in preparation for taking an oath. These were often accompanied by editorials with titles like "It Really Is a Kangaroo Court."*

2 **No Joke Anymore**
But these days, no one is laughing. Animal law, once unheard of both in and out of law school, is now being taught at more than a dozen law schools. Among them are some of the most prestigious: Georgetown, Harvard, and the University of California at Los Angeles. According to Stephen Wise, a Boston lawyer who teaches animal law at Harvard, the number of animal law classes is "skyrocketing," and the first animal law casebook* is now in publication. Wise himself, the former president of the Animal Legal Defense Fund, has also written a book on animal law. It's called *Rattling the Cage: Toward Legal Rights for Animals.* The New York City Bar Association has even scheduled a conference on the legal rights of animals, and additional conferences are expected around the country.

3 In August 1999, for the first time ever, an appellate* court in New York awarded custody of Lovey, a ten-year-old cat, on the basis of the cat's "best interests." This is in direct contrast to what used to be the basis for awarding pet ownership: the animal would go to whoever came up with the bill of sale or certificate of adoption. In other words, the animal was a piece of property. The New York decision, however, challenges the long-held assumption

* fodder: feed.
* kangaroo court: a court that's dishonest or illegal.
* casebook: a collection of source materials, often used in teaching or research.
* appellate: having the power to hear appeals and review decisions.

that animals are property, like jewelry or furniture, devoid* of interests or rights. As Jeffrey Dallied, the New York City lawyer who won the case, pointed out, "It's huge. This is the first time an appellate court has accepted the idea that you can't treat a pet as a piece of property."

4 Recently, Tennessee became the first state in the nation to approve emotional-distress damages for the loss of a pet. But rest assured, other states are sure to follow, especially since attorneys specializing in animal law are intent on making the legal system recognize and respond to the human suffering caused by the loss of a beloved pet.

5 The noticeable toughening of anticruelty laws is further evidence that animal law is no longer a laughing matter. In 1994, all but six states considered cruelty to animals a misdemeanor* and punished it with small fines or short jail sentences. At the present time, "aggravated cruelty" to animals has been elevated from a misdemeanor to a felony* in twenty-seven states. In other words, if someone intentionally kills or causes serious physical injury to an animal or a pet, that person can end up paying a large fine and spending time in prison. Such tough sentencing is a far cry from the days when hurting or killing an animal was punished with a fifty-dollar fine. It is also a further indication of the justice system's changing view toward animals.

6 If the toughening stance vis-à-vis* animal cruelty wasn't indication enough, there is also this simple statistic: The number of lawyers registered with the Animal Legal Defense Fund is currently around seven hundred, and no one thinks that number has anywhere to go but up. Significant, too, is the first-ever publication of an animal law textbook.

7 **Not Everyone's Cheering**

Although animal rights activists are cheering the growing importance of animal law, there are those who insist that it is wrongheaded at best and dangerous at worst. Among them are the people who insure veterinarians. Insurers are convinced that new laws protecting the rights of animals will leave them drowning in lawsuits. Also not happy are those who make their living from selling animals or animal products for food. Kay Johnson, the vice president of the Animal Industry Foundation, a national livestock and poultry group, voices a concern felt by many of her peers

* devoid: completely lacking.
* misdemeanor: a misdeed, an offense less serious than a felony.
* felony: major crime.
* vis-à-vis: in the face of or in view of.

when she says, "It could be very dangerous to open loopholes* allowing people to sue on behalf of animals."

8 Others less directly affected are simply concerned that animal law will continue America's love affair with litigation.* According to Maryann Maloney, executive director of Citizens Against Lawsuit Abuse, animal law is just "another avenue to take advantage of the system by people seeking personal gain."

9 Some scientists fear that giving animals legal rights will jeopardize* scientific research by making it difficult to obtain animals for research purposes. Proponents of animal law insist that won't happen, mainly because they—unlike some animal rights advocates—don't claim that animals are the equal of humans. Thus using animals in research that would benefit humans would not be considered unjust or illegal, even if animals died in the process.

10 Still, it is hard to believe that medical research would not be affected in important ways. For example, doctors doing AIDS research on chimpanzee subjects would have to make sure that the chimps, who are extremely social animals, were not isolated while they were being studied. To leave them in isolation would be to inflict harm not essential, or even necessary, to the outcome of the study. That unnecessary harm could very well become the basis of a lawsuit. At least it could if the supporters of animal law have their way. (Source of information: David Abel, "Lawyers Seek Legal Protection For All?" *Minneapolis Star Tribune*, February 8, 2000, p. 4E; Daphne Eviatar, "Animal Rights: Law and Natural Order," *Newsday*, December 9, 1999, p. A69; Richard Marosi, "More Pet Owners Going to Court," *Dallas Morning News*, June 6, 2000, p. 12A.)

1. What is the main idea of this reading?

Is that main idea stated or implied? _____

2. Who is Stephen Wise, and what is his position on animal law?

* loopholes: ways of escaping.
* litigation: lawsuits.
* jeopardize: endanger.

3. Why is the case won by Jeffrey Dallied significant?

4. Why are anticruelty-to-animal laws mentioned?

5. Who is Kay Johnson, and what is her position on animal law?

Word Notes: Beyond the Dictionary Meaning

Page 317 introduced and defined the word *connotations.* Connotations are important. In your role as reader or writer, you always need to consider the connotations, or associations, that words carry with them. When you write, you need to consider the connotations of the words you choose and their possible effects on your readers. When you read, you need to consider how the writer employs connotations to subtly—and sometimes not so subtly—persuade or convince.

For example, the words *pruning* and *slashing* both refer to the act of cutting. Their connotations, however, are very different, as you can see from the following brief passage: "My wife asked me why I was *slashing* the shrubbery. I told her I was just *pruning* it."* By using the word *pruning,* the husband suggests he is shaping the shrubbery, whereas the wife's use of the word *slashing* implies he is destroying it. Yet if you look up the two words in the dictionary and find their definitions—also known as their *denotations*—you will see that the definitions are not all that different. What gives the words opposite meanings in the above sentences are the connotations they carry with them. Pruning is associated with gardening, whereas slashing has a long history of being linked to violent acts (there's a whole genre of movies, after all, known as slasher films).

* This example comes from Joseph Trimmer, *Writing With a Purpose.*

In the following pairs of sentences, you have two words to choose from in parentheses. In the first group, choose the word that would encourage readers to have a positive response to the person or group under discussion.

a. Over the years, the lawyer Gloria Alred has taken on some truly (off-the-wall or unconventional) cases.

b. The students managed to (spend or waste) a few hours at the library.

Now underline the words that would encourage readers to react negatively.

c. (Gobbling or eating) lunch at her desk, the receptionist was clearly not pleased to see so many new arrivals.

d. Franklin Delano Roosevelt's third-term vice president was a man named Henry Wallace, who was famous in Washington for his (weird or unusual) interests and hobbies.

Not all words have positive or negative connotations. Words like *table*, *chair*, and *molecule*, for example, usually carry with them only their denotation, or dictionary meaning. Then, too, some words have strong connotations in one context and no connotations in another. Take as an example the word *pill* in the sentence, "Can you give me some water so I can take a vitamin pill?" In this sentence, the word *pill* has no positive or negative associations. Yet in the next sentence, it definitely has negative ones: "My boss is a real pill; every time I sit down, she finds something else for me to do."



Test 1: Reviewing the Key Points

DIRECTIONS Answer each of the following questions by filling in the blanks.

1. A multiparagraph reading makes two demands on you: You have to grasp the main idea of each individual paragraph, but you also need to figure out _____

_____.

2. In longer readings, the sentence or sentences that express the main idea are called _____.

3. Like major and minor supporting details, major and minor supporting paragraphs _____

_____.

4. Much of the time the thesis statement of a reading appears _____

_____.

5. If you read an article, essay, or chapter section and don't find any general statements that sum up the more specific ones, you need to _____.

6. Informal outlines are particularly appropriate for _____

_____.

7. In addition to condensing and abbreviating in an outline, experienced note takers are always ready to _____

_____.

8. In an informal outline, you can use just about any symbols you choose, but you should always _____

_____.

9. You can use chapter summaries if you are reading a textbook that is _____.

10. Generally speaking, a summary should reduce the original reading to about _____.

To correct your test, turn to page 642 in the back of the book. If you get an answer wrong, review the pages indicated in the key. The page numbers appear in parentheses.

Test 2: Recognizing the Main Idea

DIRECTIONS After reading each selection, circle the letter of the statement that sums up the main idea of the entire reading.

1. Making Danger Safer

1 Several decades ago, only the bravest of the brave would harness themselves to a hang glider and take a running leap off a cliff. The sport gained a well-deserved reputation for danger in the 1970s, when dozens of athletes died while hang gliding each year. In 1974 alone, forty hang-gliding fatalities were reported in the United States.

2 Today, gliders reach speeds of one hundred miles per hour and altitudes of sixteen thousand feet, making the old days look like child's play. But even as speed and altitude have increased, so, too, has safety—in 1995, seven deaths were reported.

3 New technology is the major force behind the vastly improved safety record for hang gliding—and indeed, for the safety of several other so-called extreme sports.

4 Longer, stiffer wings for hang gliders, based on those of airplanes, are a significant advance over the flabbier models of the 1970s and have given pilots a big edge in control. Digital instruments* are now used to gauge the rate of altitude change—and, one hopes, to help pilots avoid tragic miscalculations.

5 New gadgetry has reaped benefits for rock climbers as well. The fraternity of climbers once numbered a few thousand die-hards; over the past decade, the club's roster* has mushroomed, thanks in large part to energy-absorbent ropes, special-alloy nails, and high-tech shoes.

6 Another notoriously dangerous sport, skydiving, is, as famed instructor Bill Reines says, "safer today . . . than it is to drive to the convenience store for a Coke." The United States Parachute Association estimates that only one in every ninety thousand jumps results in a death. Again, the latest equipment is key.

7 Of course, even the best technology won't make running off a cliff or jumping from an airplane casualty-free. And that's the way many athletes like it. "If there was no fear," says rock climber George Bracksieck, "it wouldn't be interesting." (Adapted from Brendan L. Koerner, "They'll Never Be Safe—But Now They're Safer," *U.S. News and World Report,* June 30, 1997, p. 60.)

* digital instruments: instruments that rely on computers.
* roster: list of members.

a. Despite new technology, high risk sports like hang gliding are still deadly.

b. Extreme sports are usually pursued by people who have a secret death wish.

c. New technology has made the pursuit of extreme sports safer than ever before.

2. Henry Ford's Model T

1 Long before he invented the car known as the Model T, Henry Ford made the American public a promise: "I will build a car for the great multitude." Ford kept his promise. Using an assembly-line method of production, which he refined for maximum efficiency, Henry Ford produced a car that ordinary working people could afford. By 1909, close to ten thousand Model Ts were putt-putting their way across America's frequently bumpy roadways. Unlike in earlier years, the drivers were no longer wealthy tycoons* but farmers and factory workers.

2 Light in weight, the Model T was still strong enough to be driven on rough country roads that had never known pavement. At a price of less than nine hundred dollars, even farmers could afford to save up and buy one. And buy them they did, using their cars for everything from carting eggs to making Sunday calls. As one farmer's wife delightedly wrote to Ford, "Your car has lifted us out of the mud."

3 To be sure, the Model T was not restricted to rural areas. As cities continued to spring up across the nation, more and more people began using cars to drive to and from work. When the weekend rolled around, what could be cheaper than piling the family into the Model T and making an excursion? By the time production stopped in 1927, more than fifteen million Model Ts had been sold, and the price had been reduced, making the cars even more affordable for the masses of people who wanted to buy them.

4 What made the Model T such a radically new invention—and ultimately such a gold mine—was the interchangeability of its parts. Every Model T was like the previous one. That meant the Model T could be mass produced on assembly lines, whereas other cars had to be put together by hand. But Ford didn't stop there. Always looking to cut production costs, he introduced the *moving* assembly line and made it easier and quicker for factories to turn out Model Ts. Although he may not have known it at the

* tycoons: wealthy businessmen.

time, Ford's innovation also gave birth to the modern automobile industry.

a. Henry Ford was an excellent businessman who knew the value of a good public relations campaign.

b. Henry Ford did what he set out to do: He built a car that ordinary working people could afford.

c. Henry Ford refused to build automobiles for the rich; instead he built cars that working people could afford to drive.

Test 3: Identifying the Thesis Statement

DIRECTIONS After reading each selection, underline the thesis statement.

1. Hong Kong's Unions Face an Uncertain Future

1 As of July 1, 1997, Hong Kong went from being one of the last jewels in the British Empire's crown to being a "Special Administrative Region" under the control of the People's Republic of China. With the changeover came the guarantee that "the previous capitalist system and way of life shall remain unchanged for fifty years." In the interest of preserving the basic rights of Hong Kong's citizens, one article of the changeover law states that "the Hong Kong Special Administrative Region shall have its own laws and policies relating to Labour." Despite these guarantees, the future of Hong Kong's labor unions is unclear.

2 Although the Hong Kong labor movement has never had the clout of its western counterpart, trade unions have been active there since the early twentieth century. The Federation of Trade Unions (FTU) and the Confederation of Trade Unions (CTU) are the two most influential of the five primary Hong Kong labor organizations. The pro-Communist FTU has adopted a friendly approach to business and the new government. The CTU advocates a more radical approach, emphasizing union autonomy and rights and championing democratic causes.

3 Because of its pro-Communist stance and close ties to the mainland, the FTU expresses confidence that union activity under the new regime will "contribute to the betterment of Hong Kong." Others, especially those respresenting the CTU, are pessimistic about how much union activity China will allow. They predict that state control of unions and suppression of political opposition will result in a compliant labor force. Since China restricts the rights of association and assembly and forbids its citizens to establish independent labor unions, CTU members fear it will do the same in Hong Kong.

4 Events following the 1997 takeover point to the grim future for labor predicted by the CTU. Beijing immediately dissolved Hong Kong's elected legislature, replacing it with appointed lawmakers. The unelected government not only answers to Beijing but also allies itself with powerful businesses, which are against laws boosting union strength. The new government quickly announced it was going to "reconsider" laws enacted by the colonial legislature just days before China disbanded it. One of these last-minute

laws gave unions the right to use collective bargaining in negotiating workers' pay.

5 Whatever happens, experts agree that the future of Hong Kong's unions is inextricably* tied to the city's political future. Democracy and increased political participation might deter Beijing from excessive control, but the Communist regime seems more comfortable with economic reforms than with political ones. For now, the unions, like the city itself, remain torn between two societies. (Pride et al., *Business*, p. 293.)

2. Hitting the Jackpot

1 You could say a roll of the dice has delivered to Native Americans what a century of national policymaking failed to provide: economic development and an end to government handouts. But luck is not the reason many of the nation's recognized tribes have moved from dependence to independence. It is casino gambling that has been their savior.

2 In 1975, members of the Oneida reservation in New York sparked the Indian gambling phenomenon by testing the reach of their tribal power. The Oneida organized a bingo game to raise money for their fire department, a practice many communities have used. The Oneida prize money, however, exceeded New York state limits, and gambling laws are usually state concerns.

3 The Oneidas claimed that New York's rules did not apply to them because they are an Indian nation. As such, their recognized right to sovereignty*—guaranteed by the Constitution—entitled them to run their own game and to offer prizes large enough to attract non-Indians and their money to places they otherwise might not visit.

4 Word spread quickly, and other tribes began pushing their states' limits. The Seminoles started their own high-stakes bingo game in Florida. Local officials shut down both tribes' operations, but the Seminoles took state officials to court and won. More legal battles followed until 1987, when the Supreme Court effectively legalized gambling on reservations and state governments had to retreat.

5 Today, a state cannot ban gambling on Indian reservations unless it bans all forms of gambling for all its citizens. In addition, the Court affirmed the tribes' right to limited sovereignty. National and state governments cannot regulate activities on Indian reservations, nor can they tax a tribe's profits or wealth.

* inextricably: inescapably.
* sovereignty: self-rule.

6 Fearful that they would lose tax revenues siphoned* off to Indian casinos, states pressured Congress to enact the 1988 Indian Gambling Regulatory Act. The law gives states an important role in deciding how and where tribes can run casino-style gambling operations. State approval comes at a price: The government exacts fees because it cannot impose taxes. Tribes now must negotiate agreements, called *compacts*, with their states. (Adapted from Kenneth Janda et al., *The Challenge of Democracy*. Boston: Houghton Mifflin, 1997, p. 116.)

* siphoned: drained.

Test 4: Selecting the Correct Inference

DIRECTIONS After reading each selection, choose the inference that best sums up the main idea of the entire reading.

1. The Threat of a Silent Spring

1 In 1962, writer Rachel Carson asked her readers to imagine a world where songbirds no longer sang, eggs never hatched, flowers failed to bloom, and trees bore no fruit. In the world Carson described in her book *Silent Spring*, death was everywhere. Cattle died mysteriously and so did children. But having painted a portrait of a world that knew only winter, Carson partially reassured her readers by explaining that what she described was only a composite,* drawn from separate incidents that had been occurring all over the world—or at least in those parts of the world where pesticides were being used.

2 Carson's readers were understandably terrified. For different reasons, so too were the people who made money from selling or using pesticides. Infuriated by what they rightly saw as an attack, representatives of the chemical industry ridiculed her scientific credentials,* claiming Carson was no scientist. In fact, she was a marine biologist who had spent a good deal of time researching the environmental effects of pesticides.

3 Particularly fearful of the effects of DDT, then one of the most popular pesticides, Carson argued that it should be carefully controlled, if not outright banned. She was the first to reveal to the general public that DDT could now be found in polar icecaps and to explain how the residue from DDT could be stored in human tissue and passed on from mother to child. But despite Carson's temperate* tone and mountains of research, her critics still derided* her claims.

4 After several impartial studies proved Carson correct, the U.S. Environmental Protection Agency banned DDT in 1972. Other countries quickly followed suit. In the eyes of many, Carson had launched what came to be known as the environmental movement. As one reviewer later wrote: "A few thousand words from her, and the world took a new direction."

a. Despite all efforts to discredit her, Rachel Carson's warnings about the use of pesticides like DDT were taken seriously.

* composite: a picture created from parts of other pictures.
* credentials: evidence of education and training that proves one's authority.
* temperate: moderate.
* derided: ridiculed.

b. Rachel Carson's greatest gift was her ability to write in a way readers could understand.

c. Rachel Carson never intended to cause such a public outcry over the use of DDT.

2. Defining Sexual Harassment

1 In 1991, in the aftermath of Anita Hill's testimony against Supreme Court nominee Clarence Thomas, President George Bush signed a law granting sexual-harassment plaintiffs* the right to trial by jury and claims to financial damages. Most people applauded the move since it seemed a good way to control, if not eliminate, the threat of sexual harassment. In the late eighties and early nineties, study after study had indicated that sexual harassment was pervasive* in almost every aspect of professional life, and it was clear that something had to be done.

2 Yet in 1991, probably few people were prepared for the barrage* of lawsuits that followed in the wake of the new laws. In 1995, for example, a local artist named Maxine Henderson exhibited some of her paintings in the city-hall rotunda of Murfreesboro, Tennessee. One of the paintings showed a partially nude woman. After the exhibit went up, a city employee took one look at the painting and filed a sexual harassment complaint against the town council. She complained that the nudity in the painting encouraged the notion of women as sexual objects and made her uncomfortable.

3 Consider, too, a 1993 case in which the University of Nebraska forced a graduate student to remove from his desk a picture of his bikini-clad wife. What was the reason? Two fellow students had complained that they felt sexually harassed by the picture and were ready to go to court. The university caved in to their demands, and the picture disappeared from the young man's desk.

4 Incidents like these may be one reason why a 1998 poll by *Time* magazine found that 57 percent of the men interviewed and 52 percent of the women think that sexual harassment lawsuits have gone too far. Yet what does the phrase "too far" mean? Do we really want to go back to the days when an employer could, without fear of retribution,* tell an employee that he or she would only be promoted in exchange for sexual favors? Undoubtedly, we do not.

* plaintiffs: the parties bringing suit in court.
* pervasive: common throughout.
* barrage: flood.
* retribution: punishment.

5 Yet what most people don't realize is that, legally speaking, there are two kinds of sexual harassment. The first, most obvious and most agreed upon, is called quid pro quo harassment. For example, if your boss fires you for refusing to date him or her, that's quid pro quo harassment, and you've got the basis for a very credible lawsuit.

6 The second kind of sexual harassment, however, is far more complicated. It refers to speech or conduct that can create a "hostile environment." For example, in 1995, the Montana Human Rights Commission awarded financial damages to Josephine Dernovich, a municipal clerk who had been appalled by the smutty pictures passed around by her fellow employees. Although most of Ms. Dernovich's colleagues were women, no one else had complained. In addition, the pictures were certainly not aimed at Ms. Dernovich personally. Yet the plaintiff won her case. She was found to have been the victim of a hostile environment.

7 Cases involving claims of a hostile environment suggest that the next big battle over sexual harassment will probably center on free-speech concerns. Up till now, few defendants have used the free speech defense, but as charges of a hostile environment continue to limit what employees can say or display, that trend will probably change. And maybe that's not such a bad thing. No one can, in good conscience at least, claim that offering promotions or jobs in exchange for sexual favors is moral or ethical. That's a clear-cut case of sexual harassment and should be punished. But deciding what constitutes a "hostile environment" is a good deal trickier. Is the employee who reads *Playboy* on the job revealing an adolescent sensibility or perpetrating sexual harassment? It's a hard call for judges to make, and maybe they shouldn't be asked to make it at all. (Source of information: John Cloud et al., "Sex and the Law," *Time,* March 23, 1998, pp. 48–50; Jeffrey Rosen, *The New Republic,* June 12, 2000, pp. 42–44.)

a. The laws defining sexual harassment are too vague to be useful.

b. It's time to refine and clarify the laws governing sexual harassment.

c. No one takes sexual harassment seriously anymore; it was a problem in the past but not any longer.

Test 5: Drawing the Right Inference

DIRECTIONS Read each selection. Then write an inference that sums up the main idea of the entire reading.

1. The Perils of Being a Working Wife

1 In the 1940s, when married women began entering the workforce in increasing numbers, psychologists and sociologists in the mental health field issued a warning. They predicted that married women were going to suffer severe "role strain" from having to be wife, mother, and worker. The toll on their health was, experts claimed, going to be very, very severe.

2 This prediction was based on the assumption that employment would make the simple life of the homemaker much more complicated than she was normally used to. What the experts apparently ignored was a fact known to all homemakers: Their lives weren't simple to begin with; they were used to juggling multiple and sometimes conflicting tasks. Thus, working out of the home was going to add a complication, but the chances were good that women could cope without enormous difficulty.

3 There was also another flawed assumption underlying the warnings about married women and work. The so-called experts were assuming that people have a limited amount of energy. Thus, the more tasks taken on, the less overall energy available. This kind of thinking ignores the fact that different roles call upon different kinds of energy. Thus, a woman who had done a lot of physical labor in the home—lifting a toddler, hanging out the laundry, sweeping the stairs—might actually enjoy going to work and sitting down for a while, allowing her brain to work and her back to relax.

4 Close to forty years after women were warned away from leaving the home to go to work, researcher Lois Verbrugge (1982) reviewed the literature on working homemakers and discovered that having several different roles in life was positively related to good health. By 1989, after continued research, Verbrugge arrived at the same conclusion: Multiple roles for women provide more privileges, more resources, more social support, and more avenues for increasing self-esteem. If anything, too few roles seemed to have a negative effect on health, with full-time homemakers showing the most physical distress. In other words, so much for the warnings of the experts. (Source of information: Seifert et al., *Lifespan Development*, p. 434.)

Inference _____

2. Defining Popular Culture

1 The term "popular culture" is widely used. Stamp collectors claim that the world of popular culture has had an undue influence on the faces staring out from postage stamps. Media experts claim that television audiences are encouraged to become avid consumers of popular culture, and every five years or so, there is a new pop culture icon.

2 But just what is "popular culture"? Critic Ray Browne, who has written several books on the subject, defines popular culture as "all those elements of life which are not narrowly intellectual or creatively elitist." The scholar David Madden says, "it is anything produced or disseminated by the mass media. . . ." In addition to Browne and Madden, the British historian Lord Asa Briggs has taken a stab at defining popular culture. His definition includes tools, medals, and hats. Others like the sociologist Herbert Gans consider campaign buttons and T-shirts to be significant elements of popular culture.

3 Some students of popular culture include virtually anything that people use or see in everyday life—beer cans, wine labels, billboards, and commercials. In an exhibit of popular culture, The American Museum of Advertising in Portland, Oregon, included a set of Burma Shave signs from the 1930s. The Burma Shave signs were displayed practically side by side with plaques going back to ancient Greece.

4 Perhaps the most complete definition of popular culture comes from Everette Dennis and Melvin DeFleur, the authors of a textbook called *Understanding Mass Communication:* "Popular culture makes few intellectual demands on its consumers. Often, it emphasizes youth, beauty, and sexuality. Most students of popular culture agree that its products are intended for immediate gratification as opposed to long-term rewards." Complete or not, still the best comment on popular culture came from musician Bob Dylan, whose "Ballad of a Thin Man" responds to attacks on popular culture: "You've been through all of F. Scott Fitzgerald's books / You're very well read, it's well known / But something is happening, and you don't know what it is, do you, Mr. Jones." Mr. Jones is probably not alone. (Source of information: DeFleur and Dennis, *Understanding Mass Communication*, pp. 282–283.)

Inference _____

CHAPTER 8

Recognizing Patterns of Organization in Paragraphs

In this chapter, you'll learn

- **how to identify six patterns of organization commonly used to organize paragraphs: definition, sequence of dates and events, process, comparison and contrast, cause and effect, and classification.**
- **how to take notes on each pattern.**

This chapter introduces six patterns of organization that authors commonly use to structure their ideas. The ability to recognize these organizational patterns will help you predict and identify an author's key points. Recognizing

organizational patterns can also help you determine what to include or leave out of your notes.



Pattern 1: Definition

As you already know from Chapter 1, the **definition pattern** always includes a key term—usually highlighted in boldface, color type, or italics—followed by a detailed definition that can take up several sentences. It also frequently includes examples or illustrations to make the meaning clearer.

Because authors of textbooks always need to identify the specialized vocabulary of their subject, paragraphs like the following appear in almost every college textbook:

> **Epithelial tissue,** or *epithelium* (ep-ih-THE-le-um), forms a protective covering for the body and all the organs. It is the main tissue of the outer layer of the skin. Epithelial tissue forms the lining of the intestinal tract, as well as that of the respiratory and urinary passages. It also lines the blood vessels, the uterus, and other body cavities. (Adapted from Ruth Memmler et al., *The Human Body in Health and Disease.* Philadelphia: Lippincott-Raven Publishers, 1994, p. 40.)

Typically for the definition pattern, the authors have highlighted the term they are defining, **epithelial tissue.** Then that highlighted term is followed by a definition. The authors also provide examples of where the tissue can be found in the body.

Notes on the definition pattern should contain at least four elements:

1. the term being defined
2. a complete definition
3. at least one example
4. any other details that might help clarify the definition

To illustrate, here are notes on the previous paragraph:

Main Idea *Epithelial tissue* is the main tissue covering the skin and organs; it protects the body and its organs.

Supporting Details

1. Lines the intestinal tract along with respiratory and urinary passages.
2. Lines the blood vessels, uterus, and other body cavities.

Sometimes authors include background material about how a word came into being, or they define a key term by telling you what it is *not*. This information is not always essential, so look at it carefully and decide if it needs to be included in your notes.

When you take notes, it's a good idea to make the word or words being defined stand out by circling or underlining them. This way, you highlight the paragraph's purpose—to define a particular term or set of terms.

EXERCISE 1

DIRECTIONS Read and take notes on each paragraph.

EXAMPLE The psychiatric term **psychodrama** refers to a particular kind of group therapy created and developed by therapist Jacob Moreno in the early 1950s. In a psychodrama, individuals act out disturbing incidents from their lives, often playing multiple roles. The purpose of a psychodrama is to better understand the troubling situations that may have contributed to psychological problems. Moreno believed that the insights gained during a psychodrama could then be transferred to real life. For example, a teenager jealous of and in conflict with a twin might better understand both his own feelings and the feelings of his brother by acting out one of their quarrels.

Main Idea *In the 1950s, Jacob Moreno developed a special kind of group therapy called psychodrama.*

Supporting Details

1. *During a psychodrama, individuals act out disturbing real-life situations.*
2. *The objective is to better understand the situations that may have contributed to psychological disturbance.*
3. *Moreno thought insights gained during a psychodrama could then be applied to real life.*
 a. *A teenager in conflict with his twin might gain understanding by acting out a typical quarrel.*

EXPLANATION Here, the key term is *psychodrama* and our notes clearly define it. They also include some essential background about the word—the name of Jacob Moreno and the approximate time when the term came into being. Note, too, that the example clarifying the key term has also been included.

1. A **self-concept** is a person's perception, or view, of his or her personality and character traits. It consists of all your ideas and feelings concerning who you are. To discover your self-concept, consider how you might answer the question, "What kind of person am I?" Self-concepts are built out of daily experiences and our reactions to those experiences. For example, let's say that as a child you consistently do well in sports but find it hard to be part of a team. You might then begin to describe your self-concept in the following terms: "I'm a good athlete, but I'm not much of a team player." Self-concepts, however, can—and sometimes should—be revised, particularly if they are overly negative.

Main Idea _____

Supporting Details _____

2. During the nineteenth century, the absence of effective government in many of the newly settled parts of the West created a vacuum that was often filled by **vigilante groups**—private citizens taking the law into their own hands. Vigilante groups, which typically consisted of a few hundred people led by the town elite,* would track

* elite: members of the upper class.

down criminals or people creating disorder in the settlement and administer "justice" to them. At some "trials" the captured outlaws were given a chance to present a defense. Determination of guilt most often resulted in the execution of the "defendant," usually by hanging. Vigilante groups were generally well organized along military lines and had written manifestos or constitutions to which the members would subscribe. (Adler et al., *Criminal Justice*, p. 136.)

Main Idea _____

Supporting Details _____

3. By definition, **blood pressure** is the force exerted against the walls of the arteries as the heart contracts and relaxes. The force is measured in millimeters of mercury (mm Hg), and a "typical" blood pressure is 120/80 (read 120 over 80). The "120" refers to the force exerted by the blood just as the heart contracts and is called the **systolic** pressure. The "80" refers to the force exerted when the heart muscle is relaxed and is called the **diastolic** pressure. (Kathleen D. Mullen et al., *Connections for Health.* New York: McGraw-Hill, 1996, p. 349.)

Main Idea _____

Supporting Details _____

4. Also known as *Net News*, **Usenet**—the word evolved from the words *users* and *network*—is a collection of thousands (more than 12,000 if you count local and regional groups) of discussion groups, called **newsgroups,** covering a vast number of topics. If you are interested in the subject *whales,* for example, you would post a message to a "whale newsgroup" (e.g., alt.kill.the.whales), and that message would be broadcast to all individuals who subscribe to that newsgroup. Usenet is a good choice for people who want to subscribe to newsletters and electronic journals but who want to keep the messages separate from their regular mail and organized by topic. Within the decentralized Usenet system, Usenet articles are transferred from Usenet server to Usenet server. Your server receives groups of articles in *feeds,* which are then stored on the hard disk of your server. (Mary Micco and Therese P. O'Neil, *Using the Internet.* Boston: Houghton Mifflin, 1996, p. 74.)

Main Idea _____

Supporting Details _____



Pattern 2: Sequence of Dates and Events

Writers in the fields of history and government frequently need to outline a **sequence of dates and events** in order to explain or argue their claims. They need, that is, to present a series of dates and events according to the order in which they occurred. Here's a good example of a paragraph that uses the dates and events pattern:

What we now call the Internet began in 1969 when the U.S. Defense Department linked up computers at four universities to create ARPANET (Advanced Research Projects Agency Network). By 1972, thirty-seven universities were connected over ARPANET. In 1983, ARPANET interlinked with other computer networks to create the Internet. Between 1983 and 1990, the Internet was used mainly to transmit messages known as electronic mail, or *e-mail*, among researchers. In 1991, a group of European physicists devised a system for transmitting a wide range of materials, including graphics* and photographs, over the Internet. By 1994, households all over the United States were "surfing the net." (Adapted from Janda et al., *The Challenge of Democracy*, p. 181.)

The topic of this paragraph is the growth of the Internet. The main idea is implied. The paragraph suggests that the Internet as we know it did not happen overnight. It took more than twenty years to develop. Notice how the dates and events in the paragraph all help contribute to the implied main idea.

When you take notes on paragraphs devoted to dates and events, include the following information:

1. the main idea
2. all the dates and events used to develop the main idea
3. any other supporting details that lack dates but still seem essential to developing the main idea

Here, to illustrate, are notes on the paragraph about the Internet.

Main Idea The Internet was developed over an extended period of time.

Supporting Details

1. 1969: The first step toward developing the Internet came when the Defense Department linked computers at four universities to form ARPANET (Advanced Research Projects Agency Network).
2. 1972: Thirty-seven universities were connected over ARPANET.
3. 1983–1990: ARPANET interlinks with other computers to create Internet, used primarily for e-mail among researchers.
4. 1991: A group of European physicists created a standardized system for encoding and transmitting graphics and photographs.
5. 1994: Families all over the U.S. were exploring the net.

* graphics: visual images.

Notice that the supporting details in the above sample notes all start off with the dates mentioned in the paragraph. This is a good format to use when taking notes on paragraphs devoted to dates and events. It will help you keep the sequence of dates and events clear in your mind.

Time-Order Transitions

Transitions like those listed below often appear in readings organized around dates and events. Thus, they are a clue to the pattern. However, they can also help you identify major details. In other words, it's worth your while to study them carefully.

Transitions Commonly Used to Organize Dates* and Events

In the year _____
By the year _____
All this time _____
On the day, afternoon, evening of _____
From _____ to _____
_____ years later
Between _____ and _____
By the end of the year
In the spring, summer, fall, winter of _____
In the days, weeks, months, years, century following
During that time, period,
During _____
In the years since
Until

Exercise 2

DIRECTIONS Read and take notes on each paragraph.

EXAMPLE The son of a Spanish immigrant, Cuban leader Fidel Castro quickly rose to power. Castro was educated at a Roman Catholic school in Santiago, and from 1945 to 1950 he attended the University of Havana. In 1947, he participated in an unofficial raid on

* Blanks indicate the presence of dates or numbers.

the Dominican Republic, and in July 1953 he organized an attack on the army barracks in Santiago. The attack was not successful, and Castro was sentenced to fifteen years in prison. In 1955, Castro was released from prison, and the following year he went to Mexico to build a Cuban revolutionary movement. In December 1959, he returned to Cuba, and in January 1960 he led a successful attempt to overthrow dictator Fulgencio Batista. Since that time, Castro has ruled Cuba with an iron hand.

Main Idea *After a major setback in 1953, Castro managed to take control of Cuba.*

Supporting Details

1. *1945–1950: Attended University of Havana*
2. *1947: Took part in unofficial raid on Dominican Republic.*
3. *July 1953: Organized attack on army barracks in Santiago*
4. *1955: Released from prison*
5. *1956: Went to Mexico to organize Cuban revolution*
6. *December 1959: Returned to Cuba*
7. *January 1960: Overthrew Batista*
8. *Since 1960: Rules with iron hand*

EXPLANATION To prove the claim made in the topic sentence—that Castro fought his way back to power—the paragraph provides a sequence of dates and events. The sample notes briefly record all the significant events in Castro's rise to power, and they use the "date-first" format. *Note:* The year 1956 is not mentioned in the paragraph, but you can figure out when Castro went to Mexico because of the phrase "the following year." Sometimes authors don't include specific dates but instead expect you to figure them out.

1. It took some time before American colonists learned how to grow their own tea. The first tea shrub was planted in the early nineteenth century, sometime between 1810 and 1820. In 1848, more extensive* experiments with tea production were carried out, and, ten years later, plans were made to distribute tea seed throughout the South. These experiments, however, were cut short by the Civil War (1861–1865), and it was not until 1880 that the United States De-

* extensive: large, wide ranging.

partment of Agriculture resumed tea production. In 1890, Charles U. Shepard of Summerville, South Carolina, devoted his private fortune to growing tea. By 1900, he had planted sixty acres and harvested five thousand pounds of tea. However, despite the efforts of Shepard and others who came after him, tea has never successfully competed with coffee as America's favorite drink.

Main Idea _____

Supporting Details _____

2. America's first bank robber was not especially successful in his chosen profession. On March 19, 1831, Edward Smith, alias Edward Jones, entered the City Bank of New York. Pulling a mask over his head, he robbed the bank of $245,000. Just one week after the robbery, Smith was arrested. On May 2, 1831, he was indicted by the grand jury. Nine days later, he was sentenced to five years at hard labor in Sing Sing prison. In 1836, Edward Jones walked out of prison, an older, but not necessarily wiser, man.

Main Idea _____

Supporting Details _____

3. "Sybil," the influential subject of a best-selling book and a successful film, is credited with bringing to light the problem of multiple personality disorder. Yet there is evidence that Sybil's multiple personalities were fabricated by her therapist, Dr. Cornelia Wilbur. In 1954, thirty-year-old Sybil began an eleven-year period of therapy under the care of Dr. Wilbur. During that time, Wilbur tape-recorded sessions in which her patient supposedly revealed sixteen different personalities. Then in 1973, author Flora Schreiber published the book *Sybil,* which described Sybil's competing personalities and immediately captured the public's imagination. In 1977, a film of Sybil's life was released, and suddenly more therapists began reporting cases of multiple personality disorder. Yet, surprisingly, it took over twenty years for someone to carefully evaluate Sybil's and Wilbur's story. In 1998, the psychologist Robert Rieber obtained the tapes from the therapy sessions that Schreiber had used as the basis of her book. After studying them carefully, Rieber claimed that Dr. Wilbur coached Sybil into exhibiting different personalities. He believes that Sybil was mentally ill but that she exhibited her various personalities to please her therapist.

Main Idea

Supporting Details

4. The civil rights, student, and antiwar movements of the 1950s and 1960s produced large numbers of young women activists.* Like the women in the earlier abolitionist movement, these activists called attention to their own inequality in America. Thus, the 1960s saw significant advances in the rights of women. Responding to increased lobbying by women, President John F. Kennedy, in 1961, created a Commission on the Status of Women. The commission's report openly criticized the fact that women continued to be second-class citizens in America, and it led to the establishment of similar state commissions. In 1966, Betty Friedan, author of the best-seller *The Feminine Mystique,* led a movement to form the first important national feminist organization in America since Susan B. Anthony's* National Women's Suffrage* Association. The new organization was called the National Organization for Women (NOW). Even today, it continues to be a vocal and visible force in America on such issues as equal employment opportunity for women. In 1967, pressured by NOW, Lyndon Johnson formally prohibited sex discrimination in federal employment. Although the decades that followed the sixties have seen progress in women's rights, none quite equals the sixties. (Adapted from Harris, *American Democracy,* pp. 170–171.)

Main Idea

* activists: people devoted to fighting for a cause.
* Susan B. Anthony (1820–1906): a nineteenth-century leader in women's fight for the right to vote.
* suffrage: the right to vote.

Supporting Details _____

5. The Norwegian explorer Thor Heyerdahl liked to think of himself as a simple nature lover. But to many, Heyerdahl is the greatest adventurer of the twentieth century. In 1936, he and his wife journeyed to the South Pacific island of Fatu Hiva, where Heyerdahl hoped to live closer to the natural world. While he was there, Heyerdahl became convinced that Indians from South America sailed the Pacific Ocean long before the European explorers did. In 1946, determined to prove his theory, Heyerdahl designed a raft that resembled the one used by ancient Peruvian Indians; he christened it *Kon-Tiki* and set sail from Callao, Peru. One hundred and one days later, both captain and crew arrived safely at the Tuamotu Islands in the South Pacific. By 1969, Heyerdahl wanted to prove that the ancient Egyptians could have reached South America and been responsible for founding the Aztec and Incan cultures. Again he designed a small boat, similar to the ones used by the early Egyptians, and set sail. Although the 1969 venture failed, Heyerdahl tried again in 1970 and successfully sailed from North Africa to Barbados.

Main Idea _____

Supporting Details _____



Expanding Your Horizons

To see a picture of and learn more about Thor Heyerdahl, go to http://verdenet.com/isis/thorhey.htm.



Pattern 3: Process

When writers need to explain how something works, functions, or develops, they usually use the **process pattern** of development. Step by step, or stage by stage, they tell their readers how something works, happens, or develops. Here, for example, the author describes the three stages in the growth of identical twins:

> There are three basic stages involved in the development of identical twins. Their growth begins when the father's sperm pierces the egg of the mother. The fertilized egg then splits and divides into equal halves, each half receiving exactly the same number of chro-

mosomes* and genes.* The halves of the egg then develop into two babies who are of the same sex and who are identical in all hereditary traits, such as hair color and eye color.

The topic of this paragraph is "the development of identical twins." The topic sentence tells us there are three specific stages. The supporting details then describe each of the three stages.

Notes on paragraphs describing a sequence of steps should include the following:

1. the main idea
2. the specific steps in the sequence
3. the order in which they are presented
4. any specialized vocabulary used to describe the steps or stages

As you can see, the following sample notes identify all four essential elements of this pattern. Our notes also indicate that each stage is a major detail.

Main Idea There are three stages in the development of identical twins.

Supporting Details

1. Father's sperm pierces mother's egg.
2. Fertilized egg splits and divides into equal halves; each half receives same number of chromosomes and genes.
3. Halves of egg develop into two babies of same sex, identical in all hereditary traits, such as hair and eye color.

More Time-Order Transitions

Whenever an author explains how something develops over time, look for transitions that highlight the order of events. The transitions will help you identify each individual step, stage, or event.

* chromosomes: bodies within a cell that consist of hundreds of clear, jellylike particles strung together like beads. They carry the genes.
* genes: the elements responsible for hereditary characteristics, such as hair and eye color.

Transitions Used to Describe a Process

after (often followed by a date)	first, second, third	now
at this point	in (followed by a date)	on (followed by a date)
before (often followed by a date)	in the beginning	once
by (followed by a date)	in the end	over time
during (often followed by a date)	in the early stages	right after
eventually	last	shortly after
finally	later	soon
	meanwhile	then
	next	today

EXERCISE 3

DIRECTIONS Read and take notes on each paragraph.

EXAMPLE In spring, the stickleback, a small fish found in both fresh and salt water, goes through a strange courtship ritual. With the coming of the spring months, the male stickleback begins to look for a place where he can build his nest. Once he has found it, he grows aggressive and fights off all invaders. After finishing the nest, he goes off in search of a female. When he finds one, he leads her to the nest, and she enters it. The male then hits the tail of the female, forcing her to deposit her eggs. Once she lays the eggs, the female swims off, and the male enters the nest.

Main Idea *In spring, the stickleback goes through an odd courtship ritual.*

Supporting Details

1. *Male stickleback looks for place to build nest.*
2. *Finding one, he grows aggressive.*
3. *After finishing nest, he looks for female.*
4. *Leads her to nest, which she enters.*
5. *Male hits female's tail, forcing her to deposit eggs.*
6. *Once eggs are laid, she swims off and male enters nest.*

EXPLANATION Because the notes contain the main idea and all the steps described in the paragraph, we have everything of importance.

1. There are three basic stages involved in the growth of fraternal twins. Their growth begins when two different eggs are pierced by two different sperms. The two eggs then develop separately, each with its own individual set of genes and chromosomes. Eventually, the two eggs become two babies with different hereditary traits.

Main Idea _____

Supporting Details _____

2. The first act of a newly hatched queen bee is to seek a mate. Three to five days after hatching, she will attempt her first flight, flying far from the hive to avoid inbreeding.* When she is far enough, the queen produces a scent that attracts drones from distant hives. Once a drone arrives, mating takes place at an altitude of about fifty feet. Following the mating, the queen flies home to lay her eggs. A queen who does not mate by the time she is two weeks old will never mate and will remain barren.*

Main Idea _____

Supporting Details _____

* inbreeding: reproducing by mating with a closely related individual.
* barren: without offspring, incapable of reproduction.

3. The psychological disorder known as paranoia develops in four basic stages. At the onset of the illness, victims begin to distrust the motives of others. They are constantly on the alert, trying to detect ulterior, or secret, motives in the actions of others. If suspicion marks the first stage, self-protection is central to the second. At this point, any personal failure is seen as the fault of others, and victims no longer take responsibility for their actions. In the third stage, those suffering from paranoia become hostile; they are openly angry at their supposed ill treatment at the hands of others. This period of anger usually leads to a moment of paranoid illumination.* In this final stage, everything falls into place, and the truly paranoid wholeheartedly believe that a plot or conspiracy is being directed against them. Seeing enemies everywhere, they are now convinced that someone, often a whole group, is trying to do them bodily harm, perhaps even kill them.

Main Idea _____

Supporting Details _____

* illumination: understanding.

4. The eruption of a volcano begins when lava, or liquified rock, in the volcano becomes charged with steam and gas. The lava then shoots upward and falls back to earth in fragments of stone. In the next stage, the lava in the volcano's center builds up and flows over the rim. At this point, the volcano's eruption is at its crisis, or critical, point. After a final massive explosion of lava, the volcano begins to cool. During the cooling stage, the volcano emits* gases and vapors. This phase is often followed by the appearance of hot springs, or geysers, like the ones that can be seen in Yellowstone National Park. Eventually the last traces of volcanic heat disappear, and cold springs may appear around the volcano.

Main Idea _____

Supporting Details _____

* emits: sends out, gives off.

5. The eggs of the king salmon hatch in freshwater streams, but within a year after hatching, the young salmon head out to sea. During their journey, many are killed by bears, ducks, raccoons, and industrial waste. Only a small portion of the salmon actually reaches the sea. Those who do, stay anywhere from four to six years. Then they begin their journey back to the river in which they hatched. When they reach that river, they lay thousands of eggs that will hatch and go through the exact same life cycle. Once the adult king salmon have laid their eggs, life is over for them. They change color and turn slimy. Slowly, they float downstream with their tails forward. Within days, they are dead.

Main Idea _____

Supporting Details _____



Pattern 4: Comparison and Contrast

Undoubtedly at some point you have **compared**—pointed out the similarities—and **contrasted**—mentioned the differences—between two people, events, animals, or objects. It shouldn't be surprising, then, to discover that many writers compare and contrast in print. Take, for example, the following paragraph:

> Much attention, perhaps too much, has been paid to the differences between Japanese and American workers. But perhaps we do need to examine more carefully the differences between Japanese and American management at the highest levels of decision making. In Japan, the heads of companies are discouraged from earning more than fourteen times the salary of their highest-paid workers. In America, the head of a company can be expected to earn as much as fifty times more than the highest-salaried worker. In Japan, if someone in top management makes a serious blunder, he is in public disgrace. In America, if the same thing happens, the company may suffer bankruptcy, but no one would expect the man or woman who erred* to take responsibility publicly.

While the introductory sentence suggests a paragraph that will focus on the differences between Japanese and American workers, the contrast transition *but* reverses the opening train of thought and paves the way for the topic sentence—"But perhaps we do need to examine more carefully the differences between Japanese and American management at the highest levels of decision making." That topic sentence makes it clear that the paragraph will concentrate on differences between Japanese and American management. The major supporting details then cite specific differences.

However, don't assume that paragraphs using the comparison and contrast pattern always focus on similarities *or* differences. Sometimes paragraphs compare *and* contrast. Here's an example:

> The African or so-called *killer* bees have entered the United States, and their arrival has, for a very good reason, aroused intense fear. Although in some ways the African bees are similar to harmless honeybees, they are different in a significant and dangerous way. *In terms of similarities,* the African bee's venom is no more poisonous than the honeybee's, and individually the African bee is not much more aggressive than the honeybee. What distinguishes the African bee from the American honeybee is its determined defense of territory. If African bees are disturbed in their nest, they mount a furious attack and pursue intruders for miles. Honeybees, *in contrast,* quickly give up the chase.

In this paragraph, the topic sentence tells readers to expect a discussion of both similarities and differences: "Although in some ways the African bees are similar to harmless honeybees, they are different in a significant and dangerous way." The supporting details fulfill the promise of that sentence, specifically identifying two similarities and one dangerous difference.

* erred: made the mistake.

Notice, too, the italicized transitions that signal both comparison and contrast. Such transitions are useful clues to the comparison and contrast pattern. They can also help you distinguish between major and minor supporting details. Transitions signaling comparison or contrast almost always introduce major rather than minor details.

Transitions That Signal Comparison

along the same lines
also
by the same token
in like fashion
in like manner
in much the same way, manner
in the same vein
just as
like, just like
likewise
similarly

Transitions That Signal Contrast

actually
although
and yet
but
conversely
despite that fact
even though
however
in contrast
in opposition
in reality
instead
just the opposite
nevertheless
nonetheless
on the contrary
on the one hand
on the other hand
rather
still
though
unfortunately
unlike
whereas
while
yet

Notes on a paragraph using a comparison and contrast pattern should clearly identify three essential elements:

1. the two topics being compared and/or contrasted
2. the similarities and/or differences mentioned
3. the main idea they explain or support

Here, to illustrate, are notes on the previous paragraph.

Main Idea Although there are some similarities between American honeybees and African bees, there is an important and dangerous difference.

Supporting Details

1. African bees' venom is no more poisonous than honeybees'.
2. The two bees are just about equally aggressive.
3. What makes African bees different and dangerous is their determined defense of their territory.
 - **a.** They attack in a group and pursue for miles.
 - **b.** Honeybees quickly give up the chase.

Exercise 4

DIRECTIONS Read each paragraph. When you finish, circle the appropriate letter to indicate whether the author has (1) compared two topics, (2) contrasted two topics, or (3) compared *and* contrasted two topics. Use the blank lines to take notes on the paragraph.

EXAMPLE Between 1890 and 1900, millions of people from southern and eastern Europe left their homes in search of the American dream. The new immigrants hoped to find a comfortable place where they could settle and live out their lives. But the cities to which they came were not prepared for the new arrivals, and many immigrant families ended up in ugly tenements* that were poorly supplied with light, heat, and water. They had dreamed of finding work that could make them independent, even rich. Instead, they found that jobs were scarce. They often had to take jobs for which they were unsuited, and the work left them exhausted and depressed. Moreover, many immigrants found that instead of the warm welcome they expected, they were treated as outsiders with funny customs and an even funnier way of speaking.

In this paragraph, the author

a. compares two topics.
(b.) contrasts two topics.
c. compares and contrasts two topics.

Main Idea *Immigrants who came in search of the American dream between 1890 and 1900 were terribly disappointed.*

Supporting Details

1. *Instead of comfortable place to live, immigrants had to settle for ugly tenements with little light or heat.*

* tenements: apartment buildings.

2. *Instead of suitable jobs, they found unemployment or exhausting, depressing work.*
3. *Instead of warm welcome, they were treated as outsiders with odd customs and an odd way of speaking.*

EXPLANATION The paragraph contrasts what immigrants hoped to find in their new country with what they actually found. Each difference reinforces the implied main idea: "Immigrants who came in search of the American dream, between 1890 and 1900, were terribly disappointed."

1. The ancient Greek philosophers Plato and Aristotle differed widely in their worldviews. Plato, the mystic, was a believer in intuition rather than reason. For him, nature was only a dark reflection of a higher, more spiritual world revealed in occasional flashes of insight. Aristotle, on the other hand, was a firm believer in logic and hard evidence. Unlike Plato, he believed that truth could be found through the observation of nature. Yet despite their basic differences, the two had a similarly negative effect on scientific progress during the Middle Ages and early Renaissance. Thanks to their teaching, the scientific understanding of astronomy and physics slowed to a standstill. Insisting that all motion was in perfect circles completed at a uniform speed, both Plato and Aristotle delayed the recognition of what the astronomer Johannes Kepler proved in the seventeenth century: Kepler demonstrated that the planets moved in oval rather than circular orbits. Kepler's discoveries laid the groundwork for the laws of motion later discovered by Isaac Newton. Yet, both Kepler's description of the planets and Newton's laws of motion might have come a good deal sooner had the ideas of Plato and Aristotle not been influential for so many centuries.

In this paragraph, the author

a. compares two topics.
b. contrasts two topics.
c. compares and contrasts two topics.

Main Idea _____

Supporting Details

2. Gerald Ford, the thirty-eighth president of the United States, was fond of alluding* to one of his predecessors, Harry S Truman. The purpose of the allusions* was to emphasize what Ford believed were similarities between himself and Truman. A less than charismatic* president, Ford seemed to think that likening himself to Truman would increase his hold on the public's imagination. Like Ford, Truman had been a vice president who became president only by chance. Truman took over when Franklin Roosevelt died in office, a circumstance that resembled Ford's own ascent* to the presidency when Richard Nixon resigned from office. Neither Truman nor Ford was an intellectual, and both men tended to exaggerate their lack of learning, insisting that they were just simple men with simple tastes. Ford also liked to emphasize that both he and Truman came to office at a difficult time. Truman led the nation during the final months of World War II, and Ford entered office after the nation had been faced with the Watergate scandal that destroyed Nixon's career.

* alluding: referring, mentioning.
* allusions: references to people, places, or events.
* charismatic: possessed of great personal charm.
* ascent: climb.

In this paragraph, the author

a. compares two topics.
b. contrasts two topics.
c. compares and contrasts two topics.

Main Idea _____

Supporting Details _____

3. Laws and ethics are not quite the same. In general, laws are society's attempt to formalize—reduce to written rules—the general public's ideas about what is considered right and wrong conduct in various spheres* of life. However, it is rarely possible for written laws to capture all of the subtle shadings that people include in the codes of ethics they use to govern their lives. Ethical concepts, or moral principles—like the people who believe in them—are more complex than written rules of law. Ethical concepts are ideas about right or moral conduct, and they cannot always be expressed in the formal language of law or in rules. (Adapted from William C. Frederick et al., *Business and Society*. New York: McGraw-Hill, 1992, p. 68.)

In this paragraph, the author

a. compares two topics.
b. contrasts two topics.
c. compares and contrasts two topics.

* spheres: areas.

Main Idea _____

Supporting Details _____

4. During the Civil War, the North fought to abolish the institution of slavery. Yet, the northern army refused to treat black and white soldiers equally. Whereas white soldiers earned thirteen dollars per month, African-American soldiers earned only seven. Although the army claimed that both races had an equal chance of being promoted, almost no black soldiers made it into the rank of officer. Initially confined to labor details, African-American soldiers were generally jubilant* at being allowed to fight alongside white soldiers. They believed, as did abolitionist Frederick Douglass, that fighting for the Union would finally earn them "the right of citizenship in the United States."[1]

In this paragraph, the author

a. compares two topics.

b. contrasts two topics.

c. compares and contrasts two topics.

Main Idea _____

* jubilant: joyous.

[1] Mary Beth Norton et al., *A People and a Nation.* Boston: Houghton Mifflin, 1994, p. 445.

Supporting Details _____

5. In the early part of the twentieth century, the writer and civil rights activist William Edward Burghardt Du Bois became the main spokesman for African Americans opposed to the policies of Booker T. Washington, the president of Tuskegee Institute. Washington's conservative approach stressed opportunities rather than grievances and jobs rather than rights. In contrast, Du Bois insisted that real economic gain for African Americans would not be possible without political rights, full access to public accommodations, and equality in funds spent for education. Although challenged by Du Bois, Washington remained the dominant figure in the black movement until his death in 1915. In the end, however, Du Bois's militancy* became the inspiration for the modern civil rights movement.

In this paragraph, the author

a. compares two topics.

b. contrasts two topics.

c. compares and contrasts two topics.

Main Idea _____

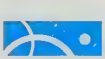
* militancy: aggressive position.

Supporting Details



Expanding Your Horizons

To learn more about the planets that so fascinated Johannes Kepler (p. 385), go to www.seds.org.



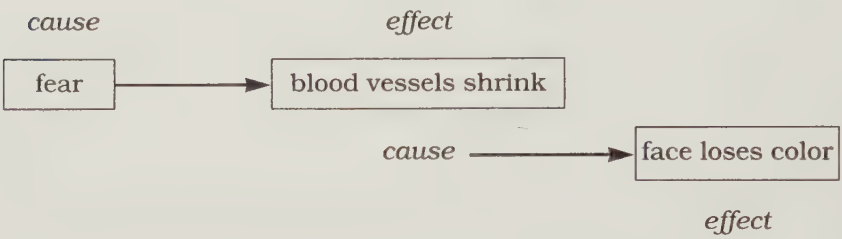
Pattern 5: Cause and Effect

Like the comparison and contrast method of development, the cause and effect pattern can appear just about anywhere. Writers of science texts make use of it, as do writers of history, psychology, and sociology. Whatever type of reading you do, you are bound to run across passages that explain how one event—the *cause*—leads to or produces another event—the *effect*. Look, for example, at the following paragraph:

> Fear has a profound effect on the human body. When you become frightened, you breathe more deeply, thereby sending your muscles more oxygen and energy. *Consequently,* your heart beats faster, making your blood circulate more quickly, rushing oxygen to all parts of your body. *In response* to fear, your stomach and intestines stop contracting and all digestive activity ceases. Your saliva also stops flowing, causing your mouth to become dry. Fear also causes the body's blood vessels to shrink, making your face lose its natural color.

In this paragraph, the topic sentence identifies the cause and effect relationship under discussion: Fear has a profound effect on the human body. The supporting details then describe those effects more specifically. Some details also describe *cycles of causes and effects* in which one effect becomes the cause of another. Fear, for

example, causes your blood vessels to shrink, which, in turn, produces another effect—your face loses color. If diagrammed, the relationships among these statements would look like this:



As you might expect, cycles of causes and effects such as the one illustrated above should be included in your notes along with the following:

1. The general cause and effect relationship described by the topic sentence.
2. The specific causes and/or effects mentioned in the paragraph.

For an illustration, look at the following sample notes:

Main Idea Fear has a powerful effect on the human body.

Supporting Details

1. Breathe more deeply, sending muscles more oxygen and energy.
2. Heart beats faster, making blood circulate more rapidly.
 - **a.** Blood rushes oxygen to all parts of body.
3. Stomach and intestines stop contractions so that all digestion ceases.
4. Saliva stops flowing and mouth gets dry.
5. Blood vessels shrink.
 - **a.** Causes face to lose color.

Cause and Effect Transitions

As the italicized transitions in the previous paragraph suggest, transitions are often clues to the cause and effect pattern. Should you see any of the following in a paragraph, there's a good chance that the cause and effect pattern is at work.

Transitions That Identify Results

as a result	for this reason	in response
because	hence	therefore
consequently	in consequence	thus
due to		

Verbs Signaling Cause and Effect

In addition to the above transitions, keep an eye out for the following verbs. They, too, are clues to the cause and effect pattern. Like the transitions, they can also help you sort out the individual causes and effects mentioned in a paragraph.

Verbs Frequently Used to Link Cause and Effect

begin	foster	produce
bring about	generate	result
cause	increase	set off
contribute	induce	spur
create	introduce	stimulate
decrease	lead to, led up to	stop
encourage		trigger

EXERCISE 5

DIRECTIONS Read and take notes on each paragraph.

EXAMPLE No one would deny that several events led up to America's Revolutionary War. But one of the most important was the introduction of the Coercive* or Intolerable Acts. The Coercive Acts were designed to punish Americans for the Boston Tea Party,* and they treated Bostonians with great severity. The Port of Boston was

* coercive: forcing someone to do something against his or her will.
* Boston Tea Party: When the British raised the tax on tea in 1773, Bostonians responded by hurling 342 chests of English tea into the ocean. That act of rebellion came to be known as the Boston Tea Party.

closed until the tea that had been destroyed was paid for. In addition, any English officials accused of committing murder in the course of suppressing a riot or enforcing the law could no longer be tried in the colony where the incident had taken place. Moreover, Massachusetts officials would no longer be locally elected; instead, they had to be appointed by the king. Perhaps most offensive to the Americans was the new Quartering Act. It specified that British troops could be housed in all inns or homes with or without the owners' permission.

Main Idea *A number of different events led up to the Revolutionary War, but the Coercive Acts played a key role in America's decision to rebel against the British.*

Supporting Details

1. *Port of Boston closed until tea was paid for.*
2. *English officials who committed murder while putting down a riot or enforcing the law had to be tried outside of the colony where the murder had occurred.*
3. *Massachusetts officials could not be elected locally, had to be appointed by king.*
4. *Most offensive was the Quartering Act, which said that British troops could be housed in inns and homes without owners' permission.*

EXPLANATION In this paragraph, the two-step topic sentence focuses on a major cause of America's rebellion against the British—Americans' resentment of the Coercive Acts. Note, too, the verb phrase "led up to," a good clue to the cause and effect pattern. Each major detail describes some aspect of those acts so that readers understand why they angered the colonists and contributed to the Revolutionary War.

1. In his book *The Bounty of the Sea,* Jacques Cousteau, the underwater explorer, writer, and filmmaker, painted a terrifying portrait of what will happen if, in his words, we let the ocean "sicken and die" from pollution. From Cousteau's point of view, the death of the ocean, or extinction of sea life, will have terrifying consequences for all of humanity. Without sea life, the ocean would become a rotting

grave. Billions of decaying bodies would create a stench* that would make its way into coastal regions. Consequently, people would have to abandon their homes to escape the smell. In addition, the seas, filled with death, would no longer be able to maintain a balance between the gases that make life possible. The carbon dioxide in the atmosphere would increase and trap the heat that normally radiates outward from Earth into space. As a result, temperatures at sea level would dramatically increase. Yet another consequence would be visible on the ocean's surface. It would be covered with a thick film of decayed matter. Thus, the ocean would no longer give water to the skies through evaporation. Rain would be a rarity. Drought would range* over the land, and multitudes would starve.

Main Idea _____

Supporting Details _____

2. There are at least two different, though occasionally overlapping, reasons why people decide to join groups. In some cases, the group's activities offer a chance to fulfill civic* or religious obligations we con-

* stench: smell, stink.
* range: move about, travel.
* civic: relating to the city or citizenship.

sider valuable. Thus, a person concerned about the plight* of the homeless might decide to become part of a community soup kitchen in order to fulfill her sense of social responsibility. Then, too, we frequently join groups because we care more about the group's members than we do about the group's goals. For example, a person might decide to join a bowling group even if he's not all that fond of bowling. The appeal of the group in this case is a chance to get together with friends—not the dream of winning a bowling tournament.

Main Idea _____

Supporting Details _____

3. By the 1830s and 1840s, the growth of cities and the increase in literacy* had dramatically changed the face of American newspapers. Initially, newspapers had been written primarily for the well-to-do who wanted news about the arts, social events, and commerce.* But because of the growing urban landscape and the increase in the reading public, papers like the New York *Sun* started a trend toward cheap, mass-produced newspapers. The new "penny press," as it was called, broadened the range of topics covered in newspapers, telling of everyday events, sensational crimes, gossip, sports, and human-interest stories. By the 1890s, some penny papers had more than a million readers.

* plight: sad situation.
* literacy: ability to read and write.
* commerce: trade.

Main Idea _____

Supporting Details _____

4. It appears that the U.S. labor force will grow much more slowly between 1996 and 2006 than it did between 1976 and 1986. During the earlier decade, men and women born during the post World War II baby boom flooded the job market, but that group is now getting ready to retire. Because the seventies and eighties did not witness the spectacular baby boom of the fifties, the number of job hunters has declined and will probably continue to do so. This trend is likely to produce labor shortages in the near future. The possibility of a labor shortage becomes even more probable if the issue of labor force quality is put on the table. At present, the U.S. workforce is at a competitive disadvantage globally because of inadequate reading, writing, science, and basic math skills. According to the American Management Association, "36 percent of job applicants failed some version of a basic-skills test" in 1998. That figure is sharply up from 19 percent in 1997. (Adapted from Robert Kreitner, *Management.* Boston: Houghton Mifflin, 2001. p. 74.)

Main Idea _____

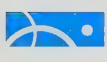
Supporting Details _____

5. In 1996, an angry Ford Motor Company employee who had recently been disciplined carried a 9-mm handgun into the Ford plant in Plymouth Township, Michigan. He killed a supervisor, then himself. This was the sixth shooting at a Detroit-area auto plant in three years. Although this type of violence in the workplace is not a frequent occurrence, homicides committed by disgruntled current and former employees are increasing. The attacks are often triggered by problems on the job or a personal tragedy, such as divorce or separation. Conflict between employees and management is also considered to be a growing cause of violence in the workplace. According to Columbia University psychologist Harvey Hornstein, abusive behavior by supervisors and managers is widespread and contributing to the problem. In his book *Brutal Bosses and Their Prey,* Hornstein claims that abusive behavior takes the form of verbal and physical threats, lying, deviousness,* and sexual harassment. A rigid, autocratic,* impersonal work environment also appears to foster violence in the workplace. (Adapted from Reece and Brandt, *Effective Human Relations in Organizations,* p. 237.)

Main Idea _____

Supporting Details _____

* deviousness: dishonesty.
* autocratic: characterized by one person having all control or power.



Pattern 6: Classification

When authors use the classification pattern, they begin by explaining how some larger group can be broken down or divided into smaller subgroups or categories. Then they describe each category in specific detail. For example, in the following paragraph, the authors classify voting methods in the House of Representatives.

> Members of the House of Representatives may vote in four different ways. The most common method is the *voice vote.* Members in favor of a bill say "yea," while those opposed say "nay." The Speaker of the House then judges which side has the most voice votes and announces the result. If any member feels that the Speaker is mistaken, the Speaker can be forced to call for a *standing vote* in which the members stand to be counted for or against. A third method is the *teller vote.* If one-fifth of the members present demand, all the members of the House pass between "tellers" and are counted as they do so, first those in favor and then those opposed. The *roll call* is the procedure used for important measures. The Clerk of the House calls the roll, and each of the members responds by answering "yea" or "nay." Roll-call voting takes about forty-five minutes. (Adapted from Shick and Pfister, *American Government: Continuity and Change,* p. 29.)

As is typical of the classification pattern, the authors begin by telling their readers two things: (1) the larger group to be subdivided and (2) the number of categories produced by classification. To be complete, notes on this pattern require the following information:

1. the name of the larger group being broken down into subgroups
2. the names of the categories if they are supplied
3. a brief description of each category

Here to illustrate are notes on the paragraph on page 397:

Main Idea Members of the House have four different ways to vote.

Supporting Details

1. "Voice vote." Members voting in favor say "yea," those opposed say "nay," and the Speaker judges who has the stronger voice.
2. "Standing vote." If someone thinks the Speaker is mistaken, then members must stand to be counted.
3. "Teller vote." If 1/5 of all present members demand, members must be counted as they walk between tellers.
4. "Roll call." Used for really important measures; the House clerk calls the roll and each member responds "yea" or "nay."

In these notes, each major supporting detail opens with the name of the category. If names of categories do appear in a classification paragraph, put those names first. This note-taking format nicely highlights the individual categories. However, you should be aware that the subgroups in this pattern are not always named.

Exercise 6

DIRECTIONS Read and take notes on each paragraph.

EXAMPLE During the colonial period, America was strictly divided into three distinct social classes. The **gentry,** which included plantation owners, merchants, and professionals such as doctors, lawyers, and clergymen, were the wealthiest, most educated class. They held just about all of the leadership positions in the community, lived in large homes, and owned property. They also had the time and the money for artistic pursuits like writing and painting. The **middle class** was composed of farmers, small business owners, and most craftspeople. Members of this class produced and sold the food and goods—shoes, clothes, soap, candles, and so on—that sustained the community. The **lower class** included apprentices to tradespeople, indentured* servants, and slaves. Most members of

* indentured: contracted for long-term service.

this class worked in the fields, did heavy labor, or else were household servants. With a few exceptions, they lived under the harshest and poorest of conditions.

Main Idea *In colonial America, there were three distinct classes.*

Supporting Details

1. *The gentry included plantation owners, merchants, and professionals.*
 a. *They held almost all the leadership positions, had the best homes, could own property, and pursue the arts.*
2. *The middle class consisted of farmers, business owners, and craftspeople.*
 a. *They produced or sold the goods that the community needed to survive.*
3. *The lower class consisted of apprentices, indentured servants, and slaves.*
 a. *They did the hardest work and lived under the poorest conditions.*

EXPLANATION As you can see, the notes contain the essential elements of the classification pattern: the larger group being divided into smaller categories, along with the names and characteristics of each group.

1. In the human body, blood circulates through elastic, tubelike canals called *blood vessels*. Consisting of three different types, blood vessels are well adapted to their functions. The vessels called *arteries* carry blood away from the heart to all parts of the body. The largest artery in the human body is the *aorta*. Blood in the arteries appears bright red because it is filled with oxygen. In contrast, blood in the *veins*, another type of blood vessel, appears purplish because it is no longer carrying a supply of oxygen. Veins, which carry blood back to the heart, contain small valves that prevent the blood from flowing backward. This is important in the parts of the body where the blood has to move against the pull of gravity. The third type of blood vessel is the *capillary*. Capillaries are tiny vessels connecting arteries and

veins. Capillary walls are extremely thin. They have to be thin so that digested food can pass through them to the cells of the body.

Main Idea _____

Supporting Details _____

2. Studies indicate that learning can be divided into two categories: incidental learning and intentional learning. *Incidental learning* takes place by chance; there is no clearly defined intention to learn. For example, a student who wants to check if he knows the first sixteen presidents of the United States may ask a friend to listen while they are named. During the recitation, the friend may, by chance, also learn the names of the first sixteen presidents. *Intentional learning* takes place when there is a clearly defined purpose present from the very beginning. For example, a student may sit down with a list of the fifty states and their capitals because she needs to learn them for a test. Current research suggests that intentional learning is more effective because it stays with us over time.

Main Idea _____

Supporting Details

3. In management, the phrase "downward communication" refers to messages from superiors to subordinates. According to D. Katz and R. Kahn, authors of the text *The Social Psychology of Organizations,* there are five different types of downward communication in organizations. (1) **Job instructions** are messages that specify how tasks should be conducted. "Always submit budget requests two months in advance." (2) **Job rationale** messages explain why tasks must be performed and how they relate to other activities of the organization: "We require advance notice so that we can plan ahead." (3) **Procedures and practices** messages inform members about organizational responsibilities, obligations, and privileges: "According to the procedures manual, we follow affirmative action* guidelines to the letter." (4) **Feedback** messages inform employees of their performance in the organization: "I am happy to note that your last project was a real success." (5) **Instruction about goals** messages teach employees the mission, goals, and objectives of the organization: "As you can see from our shared-values list, we feel that customer service is our number-one job." Downward communication may seem simple and clear-cut on the surface, but it is a complicated process that doesn't always go smoothly. (Adapted from Dan O'Hair, Gustav W. Friedrich, and Lynda Dixon Shaver, *Strategic Communication.* Boston: Houghton Mifflin, 1995, p. 58.)

Main Idea

* affirmative action: term for a variety of efforts to ensure employment opportunities for women and minorities.

Supporting Details _____

4. The sociologist Max Weber (1864–1920) classified authority into three major types. **Traditional authority** is authority based on custom and accepted practice. In England, for example, the authority to be the head of government is traditionally a birthright. The person who becomes the king or queen does so because a parent or some other ancestor reigned before. **Charismatic authority** stems from the personality or personal appeal of the individual. Salvador Allende,* Martin Luther King, Jr., and Princess Diana are examples of people whose power stemmed partly or wholly from their *charisma*. **Legal-rational authority** comes from rules or laws created to make institutions function effectively. Elected government officials hold this type of authority. Neatly divided as Weber's categories are, however, it should be pointed out here that all three types of authority are present in most societies, and they do occasionally overlap. (Adapted from David Poponoe, *Sociology*, pp. 436–437.)

Main Idea _____

Supporting Details _____

* Salvador Allende (1908–1973): The first democratically elected Marxist head of government, he ruled Chile between 1970 and 1973.

5. There are more than six hundred and fifty individual muscles in the muscular system; together, they make up about 40 percent of the total body weight. In addition, there are three different types of muscle tissue: *skeletal, smooth,* and *cardiac* muscle. Smooth muscle makes up the walls of the hollow body organs as well as those of the blood vessels and respiratory passageways. Smooth muscle contracts involuntarily and produces the wavelike motions that propel matter through tubelike organs. Cardiac muscle, also involuntary, makes up the wall of the heart and creates the pulsing action of that organ. Skeletal muscle is attached to the bones and produces movement of the skeleton. Although each muscle is a distinct structure, muscles usually act in groups to execute body movements.

Main Idea _____

Supporting Details _____

EXERCISE 7

DIRECTIONS Decide which organizational pattern appears in each paragraph.

EXAMPLE With the arrival of twentieth-century technology, medical professionals were able to think seriously about creating artificial replacements for damaged human hearts that no longer functioned effectively. In 1957, Dr. Willem Kolff created the first artificial heart and implanted it in a dog, who promptly died from the experiment. Still, animal research continued, and, by 1969, Dr. Denton Cooley implanted the first artificial heart into the body of a human. The device, made largely of plastic, only had to function for a brief period of time, while the patient awaited a transplanted human heart. In 1979, Dr. Robert Jarvik patented the first artificial heart, and, by 1982, the Jarvik heart, as it came to be called, had been implanted in the body of Barney Clark, a retired dentist who was dying of heart disease. Clark lived for 112 days after the surgery, and his survival raised hopes for the future success of artificial hearts. But, by 1985, it was clear that artificial-heart patients were prone to fatal strokes and infections. Still, to this day, researchers—among them Robert Jarvik—are convinced that artificial heart transplants will one day be successful.

a. definition
(b.) sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

EXPLANATION Because the paragraph is heavily laced with dates marking major events, answer **b** is the best choice.

1. A **generic product** (sometimes called a **generic brand**) is a product with no brand name at all. Its plain package carries only the name of the product—applesauce, peanut butter, potato chips, or whatever—in black type. Generic products, available in supermarkets

since 1977, usually are made by the major producers that manufacture name brands. They appeal mainly to consumers who are willing to sacrifice consistency in size or quality for a lower price. However, generic products are not necessarily lower in quality. Even though generic brands may have accounted for as much as 10 percent of all grocery sales several years ago, they currently represent less than 1 percent. (Pride et al., *Business*, p. 403.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

2. The painting known as the *Mona Lisa* has fascinated art lovers for centuries. But it wasn't until the twentieth century that one man fell so in love with the *Mona Lisa* that he decided to steal her from the Louvre.* In 1909, Italian-born Vincenzo Peruggia was employed by the Louvre to do some painting; it was at this point that Peruggia first got a look at the painting that was to get him into so much trouble. On August 21, 1911, Peruggia returned to the Louvre as a visitor and headed straight for the *Mona Lisa*. Twenty minutes later, he left the museum with the painting tucked inside his jacket. For over two years, investigators hunted for the painting without success. Then, on November 29, 1913, a wealthy Italian art dealer received a letter saying the *Mona Lisa* would be returned for a price. On December 10, 1913, the art dealer arranged to meet with the painting's new owner. After Peruggia produced the painting, police took him into custody. At his trial in 1914, Peruggia explained that he had stolen the *Mona Lisa* because he couldn't forget her smile. The judge was unmoved and sentenced the would-be art lover to three years in jail.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

* Louvre: a famous museum in Paris.

3. The disease known as rabies almost always enters the human body through the bite of an infected animal, such as a fox, dog, or raccoon. If the wound is left untreated, it quickly becomes painful and irritated. In addition, the surrounding tissues may feel numb. During this stage of the disease, which lasts about two days, anxiety and depression are common. In the next stage, called the period of excitation, the victim becomes irritable and easily excited. He or she may express terror for no understandable reason. In the final stage, the victim usually becomes extremely thirsty but cannot manage to swallow water because of spasms of the larynx. Vomiting and fever are also common at this point in the disease's development. These symptoms signal that death is not far off.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. **Artificial intelligence** is a combination of computer hardware and software that exhibits the same type of intelligence as human beings. Artificial intelligence is currently one of the fastest-growing high-tech specialties. Many companies in the computer field are investing large amounts of money to either develop artificial-intelligence systems or purchase existing systems developed by other companies. (Pride et al., *Business*, p. 502.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

5. When Elvis Presley, the acknowledged king of rock-and-roll, died, he was horribly overweight, addicted to countless drugs, and subject to fits of uncontrollable rage. Exactly what caused Elvis to degenerate so terribly is still unknown; there seems, in fact, to have been no one cause, but a complicated variety of causes. Throughout his career, Presley longed to be considered a serious actor, but all his movies were critical disasters. Films such as *Blue Hawaii* earned money,

yet they never earned the critics' praise. Devoted to his mother, who protected him throughout his childhood and youth, he was grief-stricken over her death in 1958, and never quite recovered from her loss. Oddly enough, although he never complained, Elvis's spirit seems to have been broken by his highly publicized stint* in the army. On his return to civilian life, his music seemed to have lost its original spark. Yet, despite the failure of Elvis's later years, many of his fans have remained faithful, and, even today, they flock to Graceland, the mansion in which he lived and died.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

6. The human brain has two hemispheres—the right and the left. Although the hemispheres cooperate for many functions, research suggests that they control highly different activities. Thanks to the left side of our brain, we are able to master and manipulate language, using it to communicate our thoughts. It is the left side of our brain that helps us make sense. It gives order and logic to our utterances.* The right hemisphere is less crucial to language production and appears to be more concerned with the creation of images. Research suggests that the right brain dominates during infancy.[2] As infants, babies make sense of the world by visualizing, rather than naming, and visualization is controlled by the right side of the brain.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

7. Adolescent rape victims seem to have more subsequent* behavior problems than do other victims. This is probably because the ado-

* stint: period of time.
* utterances: verbal statements.
[2] Gabriel Rico, *Writing the Natural Way* (Los Angeles: J. P. Tarcher, 1983), p. 73.
* subsequent: happening or occurring afterward.

lescent experiences the attack at the time when she is trying to develop a sense of self. Immediate reactions to rape can include loss of self-trust, turning away from friends, retreating to the protection of the family, and avoiding social activities. Long-term reactions include anxiety, sleep disturbances, and abnormal fears. (Adapted from Greenberg et al., *Sexuality*, p. 513.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

8. An attacker has put you in a wristlock to force you to submit. He has grabbed your wrist, pressing hard on the bones and nerves to cause you pain. If you try to pull away, you cause yourself more pain, and you could actually break your own wrist in an attempt to escape. However, if you remember a simple self-defense technique, you can free yourself. First, fight your instinct to tighten the muscles in your hands and arms. Doing so will actually cause you more pain because the tension will exert more pressure. If you are in pain, you cannot strike out to free yourself from your opponent. Second, let your hand and wrist relax and go limp. This will lessen the pain you're experiencing long enough for you to punch, kick, or bite your attacker to force him to let you go. Relaxing your hand may also surprise him, causing him to loosen his grip for a moment. Third, jerk your hand away. The thumb is the weakest link in a person's grip, so rotate your arm and pull your hand toward your attacker's thumb for the best chance of breaking free.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

9. The death of a spouse is bound to be a painful experience, but it appears that men have a harder time adjusting to widowhood than women do. True, both sexes suffer a profound sense of shock, and both must survive long periods of loneliness and painful adjust-

ment. But men seem to have a harder time handling household chores like laundry, shopping, and food preparation. They also have some difficulty maintaining the circle of friends that was once part of their married life. Often, it was the wife who maintained the couple's social network. Thus, with her death, the husband has to learn a whole new set of social skills.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

10. Samuel Gompers was born in London in 1850. After only four years of elementary school, he was apprenticed to a cigar maker and learned the trade that he followed for more than a quarter of a century. But it was as a labor leader rather than a cigar maker that Samuel Gompers made his mark on history. Gompers moved to America with his family in 1863. In 1864, he became a member of the Cigar Makers' International Union. Young as he was, he took an immediate interest in the progress of the union and began speaking at local meetings. The hard times of the 1870s only strengthened Gompers' belief in the importance of unions, and he became even more active. Elected president of the local union in 1874, he was ousted* from that position by the socialist* opposition in 1880. But this defeat left him free to take a prominent role in founding the Federation of Organized Trades and Labor Unions, established in 1881 to influence legislation on behalf of labor. When the American Federation of Labor (AFL) was founded in 1886, Gompers was elected president. From the founding of the federation until his death in 1924, Gompers was repeatedly reelected as president of the AFL.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

* ousted: removed.
* socialist: a person who believes that the workers in a society—as opposed to the rich—should have political control.

■ End-of-Chapter Reading 8

DIRECTIONS Read the following selection and identify the underlying pattern. Then answer the remaining questions.

STOPPING CHILD EXPLOITATION

1 I am a 13-year-old boy who lives in a suburb of Toronto, and like other kids my age, I enjoy basketball and Nintendo. My parents are both teachers. We have a nice house, and I have never gone hungry a day in my life. Before April 17, 1995, I did not know very much about where my running shoes or soccer balls were made, or who made them.

2 But an article that I read in the *Toronto Star* while I was having breakfast that day changed everything. It was a story about a Pakistani boy named Iqbal Masih, who at age 4 was sold into slavery for less than $15. He was shackled to a carpet loom for up to 12 hours each day, six days a week. With his little hands, he tied thousands of tiny knots. He was paid 3 cents a day.

3 After six years of slave-like labor, Iqbal escaped. He was a natural leader, and he began a campaign against the exploitation of Pakistani girls and boys by unscrupulous owners of carpet factories and brick kilns. His heroic efforts earned him the Reebok Human Rights Award, which was presented to him in Boston in December 1995. He was promised a scholarship at an American university. But at age 12, Iqbal was murdered not far from his home outside Lahore, Pakistan.

4 I was the same age as Iqbal when he was killed, and his death upset me very much. I asked my mom what I could do to help Iqbal's cause. With my friends I started researching the issue of child labor around the world, and what we learned shocked us. We decided to form an organization made up of school-age children around the world who want to end the exploitation of kids our age.

5 According to the latest report of the International Labor Organization, more than 120 million girls and boys 5 to 14 living in developing countries work full-time. Few of them go to school. In India, children are employed in workshops, garages and small factories making matches, fireworks and glass. They often work up to 15 hours each day in hazardous conditions. In Thailand and the Philippines, a virtual industry has grown up around the girls and boys who are used in the sex trade. In Sudan, destitute children are rounded up, beaten, shackled and auctioned off to the highest bidder.

6 You may be saying: "Well this is far away, in another country. What does this have to do with me?" American consumers may unknowingly be part of the problem. Poor children in many countries are employed in the textile, sporting-goods and toy industries, making products that may eventually end up on the shelves of North American stores. By buying these products, we may be contributing to the exploitation of children.

7 Child labor is a complex problem, and there are no easy answers. Legislation on its own simply won't work.

8 Ensuring that all children have access to free primary schooling is the most effective means of protecting children from abuse. Unfortunately, many countries invest more money in Western-manufactured weapons (including equipment made in the U.S. and Canada) than they do in primary schooling.

9 But it is also very important that consumers around the world have information about how goods are made so they can make responsible choices when buying toys or running shoes for their own children.

10 Until recently, product labeling has been basic and difficult to police. Now, thanks to a promising development called Rugmark, there is hope that consumers can be better informed than ever. Supported by private voluntary organizations and carpet manufacturers in India and Pakistan, the Rugmark labeling system ensures that people buying carpets will not be walking on the dreams of children. Each carpet comes with the distinctive Rugmark logo, and with a guarantee that shows that the carpet is an authentic, child-labor-free product. Manufacturers who join Rugmark agree to unannounced inspections of their looms by child-advocacy groups.

11 Rugmark is a success story, and it is being copied by manufacturers in other sectors. Reebok Corp. announced that it is guaranteeing that all soccer balls produced with the Reebok logo will be child-labor free. This is believed to be the first time a guarantee of this kind has been placed on a widely distributed consumer product. Reebok will put in place a tough monitoring program to ensure that children are not employed in places where their soccer balls are made.

12 Companies do pay attention to consumer pressure. Corporations must be challenged to take steps to provide adequate labeling of all products. As a child, I am particularly concerned about toys made in sweatshops in Southeast Asia. Can the people at Toys 'R' Us and Sears assure us that all the toys they sell are child-labor free? Have Mattel and Hasbro ever considered a Toy-

mark for their products that will guarantee that they have not been made from the exploitation of children? What will it take to make them move on this issue?

13 With the holiday shopping season in full swing, Americans should consider rewarding those companies that are interested in making a difference, as well as making money. Levi Strauss has for years been very concerned about human-rights issues and has closed its factories in China. Ben and Jerry's goes out of its way to provide employment for homeless people in their ice-cream stores. The Body Shop has a tradition of supporting local charities and environmental causes.

14 Kids should ask more questions about those $150 running shoes that they want their parents to buy. Having the same shoes as Michael Jordan may be important, but so is protecting girls and boys who have no toys to play with. Encourage your children to write to manufacturers and ask this simple question: Can they guarantee that no children were employed in the making of the products they sell?

15 Companies and governments must take steps now to ensure that kids go to school in the morning, rather than to the fireworks factory or the brick kiln. I have spoken with working children in Pakistan, in India, and in Brazil, and I have asked them what they want to do. They tell me their dream is to be in school, to learn to read and write. They want to be like other kids.

16 Robert Kennedy is one of my heroes. Recently, at the launch of Rugmark in Canada, I had the opportunity to meet his daughter, Kerry Kennedy-Cuomo. She reminded me that the most important message from her father was that people can make a difference, that "history is shaped by individual acts of courage and belief."

17 American adults and children have the power to change the world—if they choose to get involved. I challenge girls and boys across America to turn off their televisions, to get out their pens and turn on their computers and continue the campaign that was started by a poor boy in Pakistan who had no possessions to his name. Remember, we are young, but we are many! (Source: Craig Kielburger, "Stop Child Exploitation by Shopping with a Conscience," *Chicago Tribune*, December 15, 1996.)



Expanding Your Horizons

Want to learn more about Craig Kielburger's organization? Go to http://www.freethechildren.org.

1. The underlying pattern of this reading is

a. comparison and contrast.

b. dates and events.

c. cause and effect.

d. process.

2. Which of the following statements more effectively sums up the main idea of the entire reading?

a. Over the years, Robert Kennedy has been an inspiration to young people like Craig Kielburger, who are interested in public service.

b. The United States must also confront the problem of child exploitation, for it is not a problem confined to other countries; it exists here, too.

c. Craig Kielburger is a very unusual young man and not at all typical of his generation.

d. Inspired by the life and death of Iqbal Masih, Craig Kielburger founded an organization to fight the exploitation of children around the world.

3. What is Rugmark?

4. According to the reading, how many children around the world work full-time?

5. The transition opening paragraph 10 tells readers to expect

a. more of the same.

b. a reversal.

c. some change over time.

d. the effect of a cause.

Word Notes: Understanding Allusions

In the paragraph comparing and contrasting Harry Truman and Gerald Ford (p. 385), you were introduced to the word *allusions*, defined as references to people or events. This is certainly one central definition for the word. However, you should also be aware that the word *allusions*, within the context of writing, can have a more specialized meaning. In this particular context, allusions are brief references to historical events or famous people, both real and fictional. For an illustration, look carefully at the italicized allusion in the following sentence:

> Her friends and relatives were worried because her new beau seemed to have an almost *Svengali*-like effect on her normally independent spirit.

This sentence alludes to the fictional character Svengali, an evil hypnotist, who figures importantly in the novel *Trilby*, by George DuMaurier. Readers who recognize the allusion to Svengali immediately get the point of the sentence: The woman's new friend seems to be controlling her thoughts in unusual and unpleasant ways. Readers who don't recognize the allusion to Svengali will probably have a less clear idea of what the sentence means.

Allusions like the one illustrated above are powerful clues to meaning. Thus, it's in your interest to pay attention to them when they turn up. If you don't understand an allusion, don't ignore it. Instead, jot it down and look it up later on. Then go back and reread the passage in which it appeared.

Fortunately, most good desk dictionaries will give you definitions for famous literary, historical, or mythological figures. In addition, there are books like *Merriam-Webster's Dictionary of Allusions*, *The Dictionary of Global Culture*, and *The Dictionary of Cultural Literacy*, all of which offer brief definitions for common allusions. Most libraries will have at least one of these resources available, so there is no excuse for not building a solid store of allusions that will help you in your reading.

Test 1: Reviewing the Key Points

DIRECTIONS Answer the following questions by filling in the blanks.

1. The definition pattern always includes a _____ followed by a _____.

2. Writers who use the sequence of dates and events pattern present a series of dates and events _____ _____.

3. Writers use the process pattern when they need to explain _____ _____.

4. In the context of paragraph patterns, comparing means _____ _____.

5. In the context of paragraph patterns, contrasting means _____ _____.

6. *True* or *False*. Paragraphs using the comparison and contrast pattern always focus on similarities *or* differences. _____

7. Cause and effect paragraphs explain how one event _____ _____.

8. In a cycle of causes and effects, one effect becomes the _____ _____.

9. When authors use the classification pattern, they begin by explaining _____ _____. Then they describe each _____.

10. The subgroups or categories in the classification pattern may or may not be _____.

To correct your test, turn to page 642 in the back of the book. If you get an answer wrong, be sure to review the pages indicated in the key, next to the correct answer.

Test 2: Recognizing Patterns

DIRECTIONS Identify the pattern of organization by circling the appropriate letter.

1. Early in 2000, William Franklin Graham II, son of famed evangelist* Billy Graham, took over his father's traveling ministry. The elder Graham, who suffers from Parkinson's disease, had chosen Franklin to continue his spiritual journey and bring the words of the Bible to people around the globe. Both Grahams are powerful Protestant preachers whose faith is the strongest factor in their daily lives. Both are polite, conservative family men who attack Satan and praise Jesus in stadiums packed by thousands of believers. Yet, no one who knows the Grahams would call Franklin his father's clone. While Billy Graham upholds a spotless Christian reputation, Franklin admits his past is stained by alcohol and tobacco use. The elder Graham is blessed with a natural gift for preaching; Franklin stumbled several times before he learned how to grab a crowd and stir its emotions. When he's not on stage, Billy Graham buttons on a dark suit for private business meetings. Franklin, in a leather jacket and jeans, zooms the streets on a Harley-Davidson motorcycle. Billy Graham, a senior citizen, relies on dignified speeches to reach God's children and change the world. Franklin, who is in his forties, sometimes pilots airplanes to needy countries, where he offers food and medicine along with prayer.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

2. The size and layout of New York City changed greatly between 1728 and 1890. A flourishing center of trade, New York grew in the early and mid-1700s without a definite plan. Farmers sold land for buildings plot by plot, as need demanded, and this stop-and-start development is reflected in the irregular streets found today in lower Manhattan. After the Revolutionary War, the 1782 Act of Confiscation* took land away from anyone who had sided with the British, leaving

* evangelist: someone who works to spread Christianity.
* confiscation: the act or process of taking something away from another person or group.

many areas of New York available for organization and urban planning. A commission was set up in 1807 to create a layout of streets that would keep New York orderly, no matter how much trade or industry boomed. In 1811, the commission revealed its plan: a simple pattern of horizontal and vertical lines that didn't follow the natural landscape. The city bought a piece of wasteland in 1853 and eventually turned it into the 843-acre Central Park. Otherwise, little land was left open for games or sports. By 1890, the island of Manhattan had grown into a thriving checkerboard of streets and buildings.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

3. During the Middle Ages (600–1500) in Europe, most ordinary people could not read. They had to rely on village gossip and tales relayed by bands of storytellers. During this period, four main types of storytellers developed, each specializing in particular themes and characters. In northern Europe, *bards* recited poems about heavenly gods and earthly heroes. The poem *Beowulf,* for example, was probably first recited by an English bard. In France and Spain, *minstrels* related the great deeds performed by King Charlemagne's knights in stories like the *Song of Roland.* In France and Italy, *troubadours* spun tales of courtly romance that placed women on a pedestal and men at their command. In Germany, *minnesingers* told stories of passion and romance.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. In Northern India, a wasp known as *Rogas indiscretus* kills gypsy moths that harm trees in the foothills of the Himalayas.* Scientists say the wasp's methods are simple yet quite efficient. The female wasp

* Himalayas: mountains in south central Asia.

stings a gypsy moth caterpillar and deposits an egg inside it. After hatching, the wormlike baby wasp eats the moth's insides. The infant wasp then spins a cocoon inside the moth's dead body; the cocoon is protected by the husk of the mummified moth. A few weeks later, the infant wasp grows into an adult wasp—which, if female, is ready to lay at least two hundred eggs in other gypsy moth caterpillars. (Adapted from *U.S. News & World Report,* April 7, 1997, pp. 70–71.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

5. Jon Krakauer's best-selling book *Into the Wild* tells the story of Chris McCandless, an idealistic young man who traveled to a remote region in Alaska to live off the land. McCandless cut himself off from the world and vowed to make his way with no money and no map. In August 1992, four months after he walked into the Alaskan wilderness, McCandless's body was discovered by hunters who were hiking by an abandoned bus. At the time, no one knew how or why McCandless had died until Krakauer, investigating McCandless's case for a national magazine, uncovered the cause: poisoning from the seed pods of wild potato plants. As was his habit, McCandless had used a field guide to identify edible plants, and the guide said nothing about any ill effects from eating potato seeds. But, as Krakauer found after taking some seeds for laboratory tests, the seeds contain a poisonous substance that causes weakness, depression, muscle fatigue, and nervousness. The poison also makes it hard to eat and drink and prevents the body from turning food to usable energy. McCandless was already very thin because his wilderness diet consisted of berries he had gathered, and the potato seed poison hit him hard. Unable to leave his remote campground or call for help, he slowly starved to death.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Test 3: Recognizing Patterns

DIRECTIONS Identify the pattern of organization by circling the appropriate letter.

1. *A black hole* is an invisible area of space with a strong gravitational pull that prevents anything—including light—from escaping it. A black hole forms when a star burns out and collapses under its own gravity. The outer layers of the star explode, which is called a *supernova,* and its core continues to collapse down into a single point that could be smaller than a tiny atom. Black holes, which can be billions of miles across in size, pull into their orbit and then swallow objects and gases in space. In the process, they emit X-rays that can be recorded with X-ray telescopes. These X-rays have offered astronomers evidence for seven different black holes. One of the closest is in our own Milky Way galaxy, in the constellation* Cygnus, about 11,000 light-years from Earth.

 a. definition
 b. sequence of dates and events
 c. process
 d. comparison and contrast
 e. cause and effect
 f. classification

2. The body's response to flesh wounds is remarkably quick and efficient. The first stage in the body's response occurs when the blood begins to clot. Next, tiny bodies in the bloodstream called **platelets** rush to the site of the wound and disintegrate.* Fibrous proteins begin to form, and the blood that has already escaped hardens into a scab. Once the blood flow stops, the body releases chemicals called **pyrogens.** These chemicals cause the area surrounding the wound to grow warm. In turn, blood vessels grow wider, allowing nutrients, oxygen, and white blood cells to flood the wounded area and start the formation of new tissue.

 a. definition
 b. sequence of dates and events
 c. process

* constellation: a gathering of stars grouped together to form a design.
* disintegrate: dissolve.

d. comparison and contrast
e. cause and effect
f. classification

3. Few events are more bizarre or unbelievable than sudden death said to be caused by "voodoo" or "magic." Nevertheless, death caused by voodoo does, indeed, seem to occur. Here is one account of what happened in a tribe when a man discovered that he had been cursed. "His body begins to tremble and the muscles twitch involuntarily. He sways backwards and falls to the ground. . . . From this time onwards he sickens and frets, refusing to eat and keeping aloof from the daily affairs of the tribe. Unless help is forthcoming in the shape of a countercharm, death is only a matter of a comparatively short time (Basedow, 1925; cited in Cannon, 1942)."[3] It has been argued that voodoo deaths seem to require belief in the power of magic. But all they really require is belief in the power of emotion. Walter Cannon (1942), a well-known medical researcher, studied many voodoo deaths and concluded that they are explained by changes in the body that accompany strong emotion. More specifically, Cannon argued that intense fear and its effects on the body are what causes someone to die from a curse.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. **Syndicates** provide important materials for newspapers. A syndicate is a company that sells editorial matter that is not hard news to newspapers. Hundreds of syndicates supply a variety of content for different departments and different audiences. The Washington Post Writers Group, the syndication arm of the *Washington Post*, circulates the work of columnists such as Ellen Goodman, George Will, and David Broder. Copley News Services sells editorial cartoons. Universal Press Syndicate offers a wide range of choices from "Dear Abby" and Jean Dixon's "Your Horoscope" to Marshall Loeb's "Your Money" column to the "Doonesbury" strip. As you might imag-

[3] Dennis Coon, *Introduction to Psychology* (St. Paul: West Publishing, 1989), p. 308.

ine, syndicates supply some of the most popular parts of a paper. (Adapted from Turow, *Media Today*, pp. 132–133.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

5. First ladies Eleanor Roosevelt and Hillary Rodham Clinton shared many similarities. While their husbands served as United States Presidents, both women actively assisted and advised their spouses. Mrs. Roosevelt frequently made fact-finding trips to gather information for her husband, and Mrs. Clinton helped her husband by advising him during his political campaigns. She also assisted him in his efforts to establish affordable health care for all Americans. Both women engaged in humanitarian work. Mrs. Roosevelt advocated equal rights for minority groups and worked with children and the poor. Mrs. Clinton served as national chairperson for the Children's Defense Fund, an organization dedicated to helping neglected children. Finally, both First Ladies became role models for women in politics and public affairs by pursuing distinguished careers of their own. After her husband's presidential term ended, Mrs. Roosevelt went on to serve as a delegate to the United Nations General Assembly, where she chaired the Human Rights Commission. Mrs. Clinton was elected a United States senator for the state of New York.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Test 4: Recognizing Patterns

DIRECTIONS Identify the pattern of organization by circling the appropriate letter.

1. Several characteristics allow us to distinguish African elephants from Asian elephants. African elephants, the largest land mammals on Earth, may stand thirteen feet tall and weigh up to seven tons. Asian elephants never get quite so big or so heavy. African elephants have large, rounded ears that billow from their heads like sails. In contrast, the ears of Asian elephants are smaller, with square edges that don't jut out quite so far. African elephants also have much flatter foreheads than their bumpy Asian cousins. Near their mouths, African elephants boast long, sharp tusks. When Asian elephants do have tusks, they are much less developed than those of African elephants. The trunks of African elephants split into two fingerlike projections at the end, but Asian elephants have trunks with only one such feeler. African elephants usually have three nails on each back foot, whereas Asian elephants have four nails in the same spot.

 a. definition
 b. sequence of dates and events
 c. process
 d. comparison and contrast
 e. cause and effect
 f. classification

2. No one really knows for sure when table tennis, more commonly known as *Ping-Pong*, actually came into being. But some authorities on the game believe that it originated in 1890, when British Army officers began playing it in India. By 1900 table tennis enjoyed popularity throughout the world. Although table tennis was called a variety of names, among them *Whiff Whaff* and *Gossimar*, by 1902 most amateur players referred to it as Ping-Pong (the name was taken from the patented trademark of a company that produced table tennis equipment). Around 1910, table tennis—under any name—had become a popular pastime. In fact, in the United States, it was practically a craze.* But like so many fads, its popularity quickly faded. In 1921, however, a movement started in several parts of the world, the goal of which was to make table tennis a serious sport. In 1926,

* craze: a short-lived popular fashion.

seven nations came together in Berlin, Germany, for a meeting that resulted in the formation of a group called the International Table Tennis Federation. By 1933, the U.S. had its own governing group called the U.S. Table Tennis Association. To this day, the group governs all tournament competition in the United States.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

3. Traditionally, musical instruments are grouped into five categories, based on the way sound is produced. When the sound results from the vibration of air through a tube or mouthpiece, the instrument is known as an *aerophone.* Clarinets, flutes, and trumpets belong to this musical family. A second type, *idiophones,* make sound when they are stamped, shaken, scraped, or rubbed. Members of this group include rattles and washboards. A third classification, *membranophones,* produce sound through the movement of a stretched membrane, or skin. All drums are membranophones. Another category is the *chordophones.* These instruments create sound through the movement of strings. Harps, violins, and cellos are good examples of chordophones. *Electrical instruments* occupy the fifth group. which includes electric organs and guitars, keyboards, and chimes.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. In June 1955, *The $64,000 Question* made its debut broadcast on CBS. By July, it was the top-rated show on American TV, attracting a weekly audience in excess of forty-seven million viewers. Revlon, the show's sponsor, enjoyed an enormous surge in sales and profits. Largely as a result of its hit show, Revlon seized a huge lead in the battle for sales among cosmetics makers. Given its success, what sort of magic did *The $64,000 Question* possess? What caused so

many Americans to turn on a quiz show each and every week? One answer is that Lou Cowan, the independent television packager who came up with the idea for the show, knew the power of the get-rich-quick daydream. But Cowan also believed that Americans would be drawn to the spectacle of ordinary people like themselves displaying extraordinary knowledge in a particular field. It was no accident, therefore, that among the show's early winners were a New York City policeman (Shakespeare), a grandmother (the Bible), a shoe repairman (opera), and a Marine captain (cooking). The show also made a winner of Lou Cowan: He became the president of CBS. (Adapted from David Wallechinsky, *The Twentieth Century.* Boston: Little, Brown, 1995, p. 440.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

5. At one time people believed without question in "spontaneous generation"; they believed that living beings could arise from nonliving matter. It was thought, for example, that tiny worms called "maggots" mysteriously appeared on rotten meat or that mice magically popped up in piles of grain. The Italian scientist Francisco Redi, however, was one of the first to challenge this belief by performing a controlled experiment. First, Redi took two glass jars and put a piece of meat in each. Then he covered one of the jars. In a few hours, flies had gathered on the meat in the jar left open, but there were none in the covered jar. A few days later, maggots appeared on the piece of meat in the open jar. Shortly afterward, those maggots became a new generation of flies. At that point, Redi knew he was right. Spontaneous generation did not exist.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Test 5: Recognizing Patterns

DIRECTIONS Identify the pattern of organization by circling the appropriate letter.

1. If you're talking about electronic mail, a *flame* is a message that makes an unfair attack or criticism on a person or a person's ideas. Unfortunately, messages not meant to be flames are sometimes taken as flames. At other times, people go out of their way to "flame" or insult someone. Flames can range from mildly rude to hateful and mean. For example, "Don't you know you're not wanted, fool" is the kind of flame you might get if you wander into a chat room to which you haven't been invited. The best thing to do if you think you've been flamed is to ignore it for a day and then respond, but without flaming back. Instead, use patience and wit. If flames recur, simply ignore them. (Adapted from Eric Crump and Nick Carbone, *English OnLine.* Boston: Houghton Mifflin, 1997, p. 10.)

 a. definition
 b. sequence of dates and events
 c. process
 d. comparison and contrast
 e. cause and effect
 f. classification

2. It is easy enough to confuse cheetahs with leopards. Even in Africa, where people are used to seeing these animals, they are often called by the same Swahili name, *ngari.* The confusion is understandable. On a superficial level, the two have much in common. Both have light tan fur and dark spots. Both have about the same body weight, approximately one hundred and ten to one hundred and thirty pounds. However, on closer inspection, there are clearly more differences than similarities between the two. The cheetah has longer legs and a much smaller head. An agile climber, the leopard climbs trees to hunt monkeys; the cheetah, one of the fastest animals on earth, takes its prey on the ground, running it down at full speed. The leopard consumes a varied diet. Even when game is scarce, it can subsist on mice and fruits. The cheetah, by contrast, relies primarily on antelope for food.

 a. definition
 b. sequence of dates and events
 c. process

d. comparison and contrast
e. cause and effect
f. classification

3. The process of human digestion begins at the very moment that food enters our mouth. It is at this point that both teeth and saliva begin preparing the food for safe entry into the intestine. Once the chewed and liquefied food is swallowed, it is moved downward through the esophagus by means of muscle contractions. When it reaches the stomach, the food is mixed with enzymes and acid. The role of both is to ready the partially digested food for entry into the small intestine, where more enzymes will be added and digestion will be essentially completed. After all the food nutrients have been absorbed by the body, the indigestible parts will move on to the large intestine in preparation for being excreted from the body.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. In the next decade, hundreds of thousands of convicted felons who were locked up as a result of tough anti-crime policies in the 1980s and 1990s will be released from America's prisons. Their release in such large numbers is bound to challenge government and community re-entry programs created to help former inmates adjust to life outside of prison. Most of these programs are already under-funded and under-staffed. As a result, it will be hard to arrange adequate social services for all those who need them. Yet if former prison inmates do not receive psychological counseling, job-training, and some help finding employment, they are bound to drain community welfare programs and food banks. Ex-prisoners left to sink or swim on their own will probably see no alternative except returning to the criminal behavior that got them into trouble in the first place. Although some increased funding for re-entry programs is already in the works at both the state and federal level, much more is desperately needed.

a. definition
b. sequence of dates and events
c. process

d. comparison and contrast

e. cause and effect

f. classification

5. The nineteenth-century composer Johannes Brahms started out in the poorest of circumstances, but by the end of his life, his music had brought him success and fame. Born in Hamburg, Germany, in 1833, Brahms was the son of a poorly paid musician who played for the city's theater. In 1840, at the age of seven, Brahms began playing the piano; he gave his first concert in 1843. Forced to make his own way as a teenager, Brahms played in a succession of cheap bars in order to earn money. But in 1853, he toured with the Hungarian violinist Eduard Remenyi and was discovered by the German composer Robert Schumann, who gave Brahms a wildly enthusiastic review that helped make the young composer's reputation. In 1859, Brahms performed his Piano Concerto* no. 1 in D Minor, but it was not well received. It wasn't until 1868, when he performed his *German Requiem,** that Brahms gained the respectful attention of the European critics. He further cemented his reputation with a series of magnificent symphonies* composed between 1873 and 1885. Brahms died in 1897, at the age of sixty-four, but his method of composition remained somewhat mysterious even after his death. A fiercely private man, Brahms had burned many of his personal papers.

a. definition

b. sequence of dates and events

c. process

d. comparison and contrast

e. cause and effect

f. classification

* concerto: a piece of music composed for an orchestra and one or more solo instruments.

* requiem: music composed to honor the dead.

* symphonies: long or extended pieces of music usually consisting of three or more individual parts, or movements.

CHAPTER 9

Combining Patterns in Paragraphs and Longer Readings

In this chapter, you'll learn

- how to recognize two or more patterns in a paragraph.
- how to take notes on paragraphs that combine patterns.
- how to recognize patterns in longer readings.
- how to take notes on readings that combine two, three, or even four patterns.

Until now, you've worked with paragraphs based mainly on one organizational pattern. But if their ideas require it, writers often use more than one pattern. Particularly

in longer readings, authors frequently combine two, three, or even four patterns, instead of relying solely on one. Thus, it's important for you to learn how to (1) identify the different patterns used in a reading and (2) record in your notes the necessary elements of each pattern.



Combining Patterns in Paragraphs

The following paragraph combines two different patterns. Read it through. Then, on the blank line below it, identify the two patterns you think are at work in the paragraph.

[1]Increased spells of warm weather and decreased use of a pesticide called Mirex have resulted in a plague of what laypeople call fire ants. [2]Indeed, pleasant weather and an absence of pesticides have encouraged whole armies of ants to make their homes in farmers' fields, where they can leisurely munch on crops of potatoes and okra. [3]Should a tractor overturn one of their nests, the furious ants swarm over the machine and attack the driver. [4]Using their jaws to hold the victim's skin, they thrust their stingers into the flesh, holding the same position for up to twenty-five seconds. [5]The sting produces a sharp burning sensation and frequently produces painful infections, which can last weeks and even months. [6]Some victims who were especially allergic to the ants' poison have not survived a fire ant attack.

The first clue to a pattern in the paragraph is the verb *resulted* in the first sentence. That verb suggests a cause and effect pattern. And, in fact, that is exactly the pattern that first appears in the paragraph. In the opening sentence, the author explains how two causes—more warm weather and decreased pesticide use—have produced an effect—a plague of fire ants.

But look what happens in sentence 3. At this point, the author starts to describe a process—the attack of angry fire ants. Step by step in the remaining sentences, the paragraph outlines what happens when fire ants go on the attack. Thus, we can rightly say that the paragraph is organized according to two different patterns, cause and effect *and* process.

Because the paragraph describes a cause and effect relationship and outlines the steps in a process, you need to first identify the key elements in each pattern. Then you need to decide if all of those elements are essential to the main idea.

Because cause and effect is central to the main idea—more warm weather and decreased use of the pesticide Mirex have made fire ants a serious threat—we definitely need to identify and link both cause and effect in our notes. However, to further illustrate the threat posed by the ants, we also need to include the steps in their attack. Complete notes would look something like this:

Main Idea More warm weather and decreased use of the pesticide Mirex have produced a plague of fire ants.

Supporting Details

1. Whole armies of ants have moved into farmers' fields and are eating potatoes and okra.
2. If tractor overturns nest, ants swarm over machine and attack driver.
3. They thrust stingers into flesh, holding the same position for up to 25 seconds.
4. Sting produces painful burning sensations and can cause infections.
5. Some especially allergic victims have died following fire ant attacks.

Taking notes on a paragraph with two or more organizational patterns presents no problem once you identify the main idea and the patterns that have been combined. All you have to do then is decide which elements of those patterns are essential to explaining the main idea.

The next exercise gives you some practice reading and taking notes on paragraphs that combine organizational patterns.

EXERCISE 1

DIRECTIONS Read and take notes on each paragraph. Circle the letter of the patterns used in each paragraph.

EXAMPLE By 1913, tennis had become a popular American sport, but only one year later, it was to undergo a profound change. In the early part of the twentieth century, tennis had been considered a delightful, if slightly too strenuous, pastime, a game to be played by the wealthy in their leisure moments. However, 1914 saw the

entrance of young players like Maurice E. McLoughlin, a tennis champion whose competitive and aggressive playing style helped change the very nature of the game. In contrast to players of an earlier era, those who followed in McLoughlin's footsteps played to win. In 1915, the national tennis championship was transferred from the privileged environment of Newport, Rhode Island, to the far less sophisticated West Side Tennis Club at Forest Hills, New York. This move signalled that tennis was ready to break free of its earlier role as an upper-class diversion.*

a. The paragraph defines a key term or terms.
(b.) The paragraph outlines a sequence of dates and events.
c. The paragraph describes a process.
(d.) The paragraph compares and/or contrasts two topics.
(e.) The paragraph explains a cause and effect relationship.
f. The paragraph explains a system of classification.

Main Idea *By 1913, tennis had become popular in America, but it was about to change dramatically.*

Supporting Details

1. *1914: Players like Maurice McLoughlin entered the game.*
 a. *These players were aggressive and competitive.*
 b. *Before McLoughlin, tennis was a relaxing diversion.*
 c. *After McLoughlin, players wanted to win.*
2. *By 1915, national tennis championship moved from Newport, Rhode Island to Forest Hills, New York.*
 a. *Move signaled that tennis was no longer a pastime for the wealthy.*

EXPLANATION This paragraph describes a cause and effect relationship. It explains how players such as Maurice McLoughlin helped change the face of tennis. Because that cause and effect relationship is central to explaining the main idea expressed in sentence 1, it is included in our notes. But the paragraph also contrasts tennis before and after players like Maurice McLoughlin entered the

* diversion: pastime; a pleasant activity.

game. Because the difference in style is central to explaining the main idea, it also appears in our notes. So, too, do the dates and events that help explain how tennis changed over time.

1. Anyone who has ever cheered on his or her favorite athlete knows that yelling can produce hoarseness. When a person yells or screams, the vocal cords—two thick, muscular strings—close tightly and create a tremendous amount of air pressure. As they open to let out a sound, the sudden release of air causes the cords to slam together. When the cords hit each other, especially over a long period of time, they can bruise and swell. If this happens, they will not fit together properly. Air then leaks between the cords, and the voice sounds hoarse. Hoarseness is a sign that the vocal cords need rest. Trying to talk as a way of getting rid of the hoarseness only makes matters worse, for the cords may begin bleeding. Many vocalists, especially rock singers who shout a lot, suffer from bleeding and irritated cords.

a. The paragraph defines a key term or terms.
b. The paragraph outlines a sequence of dates and events.
c. The paragraph describes a process.
d. The paragraph compares and/or contrasts two topics.
e. The paragraph explains a cause and effect relationship.
f. The paragraph explains a system of classification.

Main Idea _____

Supporting Details _____

2. Viruses are difficult to classify, and numerous systems have been proposed. One commonly used system classifies them according to their host cells. On this basis, there are three groups of viruses: animal, plant, and bacterial. On the whole, animal viruses are much more complex than plant viruses and have, therefore, been given distinct names like *poxvirus* and *parvovirus.* In contrast, plant viruses are named according to the host they invade, for example, the tobacco virus. Bacterial viruses, also called *bacteriophages,* or *phages,* are usually identified by a system of letters and numbers, like the T-2 bacteriophage.

a. The paragraph defines a key term or terms.
b. The paragraph outlines a sequence of dates and events.
c. The paragraph describes a process.
d. The paragraph compares and/or contrasts two topics.
e. The paragraph explains a cause and effect relationship.
f. The paragraph explains a system of classification.

Main Idea _____

Supporting Details _____

3. The venom of a bee resembles the venom of a snake, and the sting of a bee can, in some instances, prove dangerous. Yet, while most people react quickly to a snake bite, they tend to ignore a bee sting. That failure to act, however, can be a mistake. Bee stings can actually have deadly consequences if a person is allergic to bee venom. Thus it is better not to take any chances with bee stings. Anyone who gets stung by a bee should react quickly, just as he or she would in reaction to a snake bite. First, remove the sting by brushing it

away; don't try to pull it out. Then apply one of the several professional bee-sting remedies to the whitish swelling that appears almost immediately following the sting. If the swelling continues throughout the day, call a doctor.

a. The paragraph defines a key term or terms.
b. The paragraph outlines a sequence of dates and events.
c. The paragraph describes a process.
d. The paragraph compares and/or contrasts two topics.
e. The paragraph explains a cause and effect relationship.
f. The paragraph explains a system of classification.

Main Idea _____

Supporting Details _____

4. The Hollywood propaganda* films created during World War II fall into three general categories: (1) films that praise American traditions, (2) films that introduce World War II allies, and (3) films that criticize the enemy. Beginning around 1938, Hollywood began producing a series of biographical* films, all of which glorified the American democratic tradition. John Ford's *Young Mr. Lincoln* (1939) and John Cromwell's *Abe Lincoln in Illinois* (1940) were Hollywood tributes to an America that gave everyone an equal chance at success. In the early forties, Hollywood began to introduce America's British allies. Films such as *Mrs. Miniver* (1942) and *Journey for Margaret* (1942) presented a sympathetic picture of the British people. During the mid-forties, Hollywood concentrated on introducing American audiences to the enemy, and movies like *Hitler's Children* (1943) and *Behind the Rising Sun* (1943) portrayed German and Japanese brutality. Many of these later films have since been criticized be-

* propaganda: a method of persuasion that relies on emotional appeal and discourages logical thinking.
* biographical: related to a person's life.

cause of their distorted and simplistic themes that presented the German and Japanese people as half-mad beasts. It has been argued that vicious stereotypes are not appropriate, even during wartime when propaganda supposedly serves a useful, if not a positive, function.

a. The paragraph defines a key term or terms.
b. The paragraph outlines a sequence of dates and events.
c. The paragraph describes a process.
d. The paragraph compares and/or contrasts two topics.
e. The paragraph explains a cause and effect relationship.
f. The paragraph explains a system of classification.

Main Idea _____

Supporting Details _____

5. Computer programmers are in great demand today as a result of the growing use of computers. A **computer programmer** develops the step-by-step instructions included in a computer program. Generally, the programmer begins by defining the problem and then designing a solution to it. To aid their programming efforts, programmers use flow charts. A **flow chart** is a graphic description of the

types and sequences of operation in a computer program. After developing the flow chart, the programmer must translate it into instructions that the computer can follow. Because the computer cannot understand English, all instructions are coded into the computer through the use of a programming language. Once the program is written, it must be tested, debugged,* and then tested again. Only after all errors have been caught and corrected can the program be used.

a. The paragraph defines a key term or terms.
b. The paragraph outlines a sequence of dates and events.
c. The paragraph describes a process.
d. The paragraph compares and/or contrasts two topics.
e. The paragraph explains a cause and effect relationship.
f. The paragraph explains a system of classification.

Main Idea _____

Supporting Details _____

* debugged: errors eliminated.



Expanding Your Horizons

To learn more about specific propaganda techniques, go to http://carmen.artsci.washington.edu/propaganda. When the page comes up, click on Table of Contents, and you'll get a list of common propaganda techniques. It's definitely worth your while to become familiar with all of those listed.

Seeing Patterns in Longer Readings

Longer, multiparagraph readings do occasionally rely on a single pattern of organization. Look, for example, at the following selection, which relies almost exclusively on the cause and effect pattern of development. As you read, note the italicized transitions that are clues to the cause and effect pattern.

Hunger and the Ik

1 The Ik are a small tribe located in East Africa. Formerly a society of hunters, the Ik were forced to become farmers when their government confiscated most of their land for a national park. Deprived of their right to hunt and unable to support themselves through farming, the Ik have learned what it means to live with constant hunger and the threat of starvation. As the anthropologist Colin Turnbull has shown in his book *The Mountain People,* starvation has brought profound changes to Ik society.

2 The Ik, who are painfully aware of every extra mouth to feed, do not regard children as a blessing. They know that children expect to be fed, and that is exactly what their parents cannot do. *Therefore,* children are forced out of the home around the age of three. Left alone to fend for themselves, the children run in packs, constantly searching for food. They fight among one another, squabbling over scraps.

3 Understandably, children who have been treated in this fashion harbor no great love for their parents or grandparents. *Thus* Turnbull's book contains numerous examples of starving parents being turned away when they sought help in the homes of their grown-up children. From the children's point of view, they have enough trouble feeding themselves and cannot possibly feed their aging parents. The parents, apparently remembering their own at-

titude toward their children, do not consider such behavior unusual. They simply accept it and go away.

4 *Another consequence of starvation* is that married love seems to have disappeared from the lives of the Ik. Men care little or nothing for their wives and value them only if they are able to provide food. The women share this practical attitude. They will quickly abandon a husband who does not provide food or money and will search for a mate who can. To the Ik, the idea of caring for an aging or ailing spouse is ridiculous. Unable to take care of themselves, they find it hard to care for others.

5 Like love, sex doesn't interest the Ik. Sex is viewed primarily as a way of getting food or gifts from neighboring tribesmen who are better off than the Ik. It's important only when it puts food on the table. Otherwise, sex requires far too much energy, energy that could be better spent in search of something to eat.

In this reading, the thesis statement tells us that the Ik, at least according to Colin Turnbull, have been profoundly affected by the starvation that haunts their society. Each major supporting paragraph then describes a different tragic effect. Basically, the whole reading follows a cause and effect pattern of development.

Now, what about the following reading? Would you say that it, too, relies on only one pattern?

Ancient Beliefs About Mental Illness

1 Some half a million years ago, ancient societies apparently did not recognize any difference between mental and physical disorders. Abnormal behaviors, from simple headaches to convulsions,* were believed to be caused by evil spirits that lived in the victim's body. According to this system of belief—called *demonology*—those suffering from disease were considered responsible for their misfortune.

2 For this reason, some Stone Age cave dwellers appear to have treated behavior disorders by a surgical method called *trephining.* During this procedure, part of the skull was chipped away to make an opening. Once the skull was opened, the evil spirits could escape. It was believed that when the evil spirit left, the person would return to his or her normal state. Surprisingly, several trephined skulls that healed over have been found. This indicates that some patients survived what had to be an extremely crude

* convulsions: uncontrolled fits in which the muscles contract wildly.

operation. (Adapted from Sue et al., *Understanding Abnormal Behavior*, p. 16.)

In this example, the authors' thesis statement identifies a cause and effect relationship: In early societies, illness was considered to be a result of demonic possession. The second paragraph then defines and describes a primitive surgical procedure—*trephining*—that our ancestors may have used to free the body from evil spirits. All together, the authors use three different organizational patterns: (1) cause and effect, (2) definition, and (3) process.

Generally, most of the longer readings you encounter in textbooks, magazines, and newspapers are going to resemble the second sample selection rather than the first. They will rely, that is, on two, three, and, occasionally, even four patterns of organization. True, one pattern may be primary, or be more important, than the others. But that doesn't mean you should ignore the others. Instead, search out and evaluate the elements of each pattern.

Taking Notes on Mixed Patterns

To take complete notes on a reading that combines two or more patterns, you need to (1) identify the essential elements of each pattern, (2) select the elements that are essential to explaining the controlling idea, and (3) record those elements in your notes.

To illustrate, here are some sample notes on the above reading.

Main Idea According to prehistoric beliefs, disease was a result of possession by demons, and the victims were responsible for their illness.

Supporting Details

1. Because they believed demons caused illness, Stone Age cave dwellers treated illness with a procedure called "trephining."
2. Part of the skull was chipped away to make an opening for evil spirits to escape.
 - **a.** Surprisingly, some patients appear to have survived.

As you can see, complete notes on the reading clearly describe the cause and effect relationship central to the reading. They also define and describe the process of trephining.

EXERCISE 2

DIRECTIONS Read the following selections. Then circle the letter of the pattern or patterns you see at work in the reading.

EXAMPLE

Scott Joplin: The King of Ragtime

1 Born in 1868 in Texarkana on the Texas-Arkansas border, musician and composer Scott Joplin began his career playing piano in the saloons of St. Louis, Missouri, at the age of seventeen. During the next ten years, he perfected the style of jazz that came to be known as ragtime. Then, from 1896 to 1900, Joplin studied at George R. Smith College in Sedalia, Missouri, so that he could write down the music that he played so naturally.

2 In 1899, Joplin published his first piece of music, "Maple Leaf Rag." Less than a year later, ragtime—a unique American blend of African and European musical forms—took the country by storm. Suddenly, everyone wanted to hear "Maple Leaf Rag," and Scott Joplin became the first composer in the world to sell more than one million copies of a single tune.

3 But the King of Ragtime didn't want to devote his life to writing popular music. A serious artist, he was hurt by the tendency of white Americans to dismiss his music because it had black origins. To prove the value and beauty of ragtime, Joplin decided to compose an opera. By doing so, he was demanding direct comparison with the greatest European composers.

4 Joplin's opera, *Treemonisha,* is the story of a black orphan girl educated by whites. The opera combines elements of ragtime with black work songs and rousing gospel music. When Joplin published it at his own expense in 1911, it was called "an entirely new form of operatic art."

5 But the timing was wrong. Joplin had invested his hopes in a work based solely on black music just as ragtime was declining in popularity. The one disastrous performance in New York City in 1915 humiliated him, and two years later he was dead.

6 Had he lived to see it, Joplin would have been overjoyed to read the review of *Treemonisha* that appeared in 1972 in the *New York Times.* According to the reviewer, "the audience went out of its mind," applauding what Joplin believed was his greatest failure.

a. definition

(b.) sequence of dates and events

c. process
d. comparison and contrast
e. cause and effect
f. classification

EXPLANATION In this reading the author has two goals: (1) to trace Scott Joplin's career and (2) to explain why writing a successful opera was so important to him. To fulfill those goals, she employs two patterns, a sequence of dates and events pattern to trace the composer's career and a cause and effect pattern to explain why *Treemonisha* meant so much to him.

1. The Chernobyl Catastrophe

1 In April 1986, technicians at a Swedish nuclear power plant were puzzled by the abnormally high levels of radiation that were in the air. They were even more puzzled when an inspection turned up no evidence of a leak. Then reports began to come in from Denmark, Finland, and Norway that they too were experiencing unusually high levels of radiation. Horrified, the technicians now realized that somewhere—they had no idea where—a full-scale nuclear meltdown was taking place. Then on the night of April 16, the Russian government announced that an accident had taken place at Chernobyl, a nuclear power plant in the Ukraine.*

2 Actually the disaster had started days earlier when an explosion ripped through one of Chernobyl's four reactors* and sent 100 million curies* of radiation into the air. For some reason, once the explosion occurred, the plant's cooling system did not work well enough to put out the resulting fire, and the plant had been burning for two weeks. According to the government, thirty-one people died during that period from radiation sickness, but that figure may well have been a good deal higher. As a result of the explosion, 135,000 people were evacuated from an area that measured three hundred square miles. In addition, the land and water within twenty miles of the reactor were now contaminated.

3 Later investigations of the disaster revealed that the plant had been lax* about safety controls and that human error, along

* Ukraine: an Eastern European country that, at the time of Chernobyl, was under Russian rule.
* reactors: devices using heat to generate power.
* curies: units of radioactivity.
* lax: careless.

with poor design, had played a key role in the explosion. Consequently, officials in charge of the plant were put on trial in 1987, and several of those responsible were sentenced to long prison terms. But the real result of Chernobyl was the lurking fear that it could happen again someplace else, and the next time with even more horrifying consequences.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

2. The Effects of Winter

1 Winter has a powerful effect on many members of the animal kingdom. In response to winter's freezing temperatures, some animals undergo dramatic changes in behavior.

2 Black bears and raccoons, for example, become *winter sleepers;* they doze the winter away, waking occasionally but moving as little as possible. Despite their reduced activity level, winter sleepers have to maintain their normal body temperature. Thus, they never fall into a deep, uninterrupted sleep.

3 Unlike winter sleepers, *true hibernators,* such as ground squirrels and woodchucks, remain in a deep sleep for the entire winter. While they are asleep, these animals have a dramatically reduced body temperature. The pulse and breathing rate also drop. A hibernating woodchuck breathes only once every six minutes.

4 Winter also turns some animals into *migrators.* Warblers, swallows, and other insect-eating birds fly to warmer climates when the temperatures start to cool. Some large-hoofed animals such as caribou and moose also migrate to places where there is more vegetation available.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

3. Key Management Skills

1 The skills that typify effective managers tend to fall into five general categories: technical, conceptual, interpersonal, diagnostic, and analytic.

2 ***Technical Skills***
A technical skill is a specific skill needed to accomplish a specialized activity. For example, the skills that engineers, lawyers, and machinists need to do their jobs are technical skills. Lower-level managers (and, to a lesser extent, middle managers) need the technical skills that are relevant to the activities they manage. Although these managers may not have to perform the technical tasks themselves, they must be able to train subordinates, answer questions, and otherwise provide guidance and direction.

3 ***Conceptual Skills***
Conceptual skill is the ability to think in abstract* terms. Conceptual skill allows the manager to see the "big picture" and to understand how the various parts of an organization or an idea can fit together. In 1951, a man named Charles Wilson decided to take his family on a cross-country vacation. All along the way, the family was forced to put up with high-priced but shabby hotel accommodations. Wilson reasoned that most travelers would welcome a chain of moderately priced, good-quality roadside hotels. You are no doubt familiar with what he conceived: Holiday Inns.

4 ***Interpersonal Skills***
An interpersonal skill is the ability to deal effectively with other people, both inside and outside the organization. Examples of interpersonal skills are the ability to relate to people, understand their needs and motives, and show genuine compassion. When all other things are equal, the manager who is able to exhibit these skills will be more successful than the manager who is arrogant and brash and who doesn't care about others.

5 ***Diagnostic Skills***
Diagnostic skill is the ability to assess a particular problem and identify its causes. The diagnostic skills of the successful manager are like those of the physician, who assesses the patient's symptoms to pinpoint the underlying medical problem. We can take this comparison one step further, too. In management as in

* abstract: in theory rather than in concrete practice or reality.

medicine, correct diagnosis is often critical in determining the appropriate action to take. All managers need to use diagnostic skills, but top managers probably use them most.

6 ***Analytic Skills***
Analytic skills are used to identify the relevant issues in a situation to determine how they are related, and to assess their relative importance. All managers, regardless of level or area, need analytic skills. Analytic skills often come into play along with diagnostic skills. For example, a manager assigned to a new position may be confronted with a wide variety of problems that all need attention.

Although effective managers tend to have all five skills described in this reading, they don't have them all in equal measure. A good manager, for example, can have strong interpersonal skills but weak diagnostic ones. In effective managers, however, the stronger and weaker skills balance one another. (Adapted from Pride et al., *Business,* pp. 143–144.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. Personality and Body Type

1 In the 1940s, some researchers tried to revive a much-debated theory of human behavior called *constitutional typology.* According to this theory, body type is what determines personality. Although the theory has been severely criticized over the years, it still has numerous supporters who believe that human beings fall into three basic categories of physique, or body type, with each body type producing a particular set of character traits.

2 According to constitutional typologists, *endomorphs* tend to be round and soft, with protruding abdomens. They love gracious living and good food. They have gentle, relaxed temperaments and prefer to keep life uncomplicated. Said to embody the cliché about fat people being friendly, endomorphs like to be surrounded by their friends and are not comfortable being alone for any length of time.

3 The exact opposite of the endomorph, the *ectomorph* is described as all skin and bones, with a flat belly and long legs. Much less gregarious than the fun-loving endomorph, the ectomorph prefers intellectual pursuits, especially if they can be carried on in relative isolation from people. Less good natured than the endomorph, ectomorphs are nervous and high strung. Given to quick reactions and high-intensity relationships, they suffer from the aftermath of tension and have difficulty relaxing and falling asleep.

4 The *mesomorph* is neither fat nor thin, but broad and muscular with a strong, rugged physique. People who fall into this category are said to love physical activity, the more daring and fast paced, the better. They also enjoy games of risk or chance. Domineering by nature, mesomorphs like to be around people but prefer to be in situations that they can control.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification



Expanding Your Horizons

To learn more about the consequences of the Chernobyl meltdown, go to http://www.richeast.org/htwm/CHERNOBYL/chernobyl.html. If that Web site is no longer accessible, tell your search engine to look for sites devoted to the "Chernobyl meltdown."

Reminder: In a reading that combines several patterns, one pattern may dominate, but you still need to find and evaluate the key elements in the less important patterns. Then you can decide which of those elements need to go in your notes.

Exercise 3

DIRECTIONS Read each selection and identify the pattern or patterns used to organize the author's thoughts. Then fill in the blanks in the accompanying outlines.

EXAMPLE

The Dual Nature of Curare

1 *Curare* is a blackish, powderlike substance made from the roots and bark of a woody vine that grows in South America. Although many people know that curare is a deadly poison, they do not know that it can save life as well as take it. Once known only as the "flying death," curare has become one of medicine's most trusted weapons in the fight against disease.

2 Rumors of curare's deadly powers began to circulate as early as the sixteenth century, when explorers came back from journeys to the Amazon. Upon their return, they described Indian hunters who could bring down prey with a single blow from a dart gun. According to eyewitness accounts, hunters boiled the roots and bark of a woody vine into a heavy syrup. Then they dipped darts into the thick liquid. Expert hunters, capable of finding a target more than a hundred yards away, would blow the darts through hollow reeds, killing their prey almost instantly. Birds died in less than five seconds, and human beings in less than five minutes.

3 Because the jungles were all but unreachable to everyone but the Indians, no one really understood how curare worked until the mid-nineteenth century, when experimenters began to uncover its secrets. It was found that curare, if swallowed, is fairly harmless. But if it penetrates the skin, it's lethal. Because it relaxes all the muscles in the body—including those that control breathing—the victim quickly suffocates and dies.

4 Once researchers knew how curare worked, they were in a better position to figure out how it might be used to more beneficial ends. However, researchers were reluctant to experiment with curare imported from South America. Its strength varied, and one could never be sure how strong a dosage to use.

5 During World War II, Daniel Bovet, an Italian pharmacologist, developed the first synthetic form of curare, and the stage was set to discover if curare could prove beneficial to humans. In 1942, Dr. Harold Griffith successfully used it as an anesthetic during surgery. From that time on, a synthetic* and diluted* form of curare was used in many operations because its ability to relax the patient's muscles made the surgeon's work easier. Eventually, it was also used to treat rabies and tetanus, diseases that produce severe muscle cramps.

* synthetic: artificial.
* diluted: weakened.

(a.) definition
(b.) sequence of dates and events
(c.) process
d. comparison and contrast
(e.) cause and effect
f. classification

Main Idea *Curare is a black, powdery substance made from a vine that grows in South America.*

Supporting Details

1. 16th century: Reports of curare circulated when explorers returned from Amazon with stories about Indians who hunted with dart guns.

a. *Eyewitness accounts tell of Indians boiling roots and bark into a syrup and dipping their darts into it.*

b. *They used the darts to hunt.*

c. Death came almost instantly.

2. *Mid-nineteenth century, people began to understand how it worked.*

a. If swallowed, it's almost harmless.

b. If it penetrates skin, it's deadly.

c. *Works to relax all muscles in body, including the ones that control breathing.*

3. Once researchers understood curare, they had a better chance to use it to help people.

a. *Researchers afraid of experimenting because they weren't sure about dosage.*

4. During World War II, Daniel Bovet developed artificial form and experiments could be conducted.

a. 1942: Dr. Harold Griffith used curare as an anesthetic.

b. *Used in surgery because it could relax muscles.*

c. *Used to treat rabies and tetanus, both of which cause muscle cramps.*

EXPLANATION In this reading, the author tells us what curare is and how, over time, its beneficial effects came to be recognized. Therefore, it seems quite natural for her to use three patterns: (1) definition, (2) sequence of dates and events, and (3) cause and effect. However, we can't overlook paragraph 2, in which the author also describes a process—making and using curare. Thus, the reading actually uses four separate patterns of organization. Because all of those patterns are necessary to explain the main idea, the essential elements of each appear in the sample notes.

1. Schizophrenia, the Mind in Two

1 The term *schizophrenia* was coined in 1911 by the Swiss psychiatrist Eugene Bleuler. Literally, the words mean "split mind." Bleuler thought the term effectively expressed one of the disease's central symptoms--a split between the patient's internal world and the external world of social reality.

2 Since Bleuler's time, researchers still have not figured out what causes this mysterious and devastating disease. However, they have been able to identify and name three distinct types.

3 *Disorganized schizophrenia* expresses itself through bizarre and childlike behavior. Victims pay little attention to personal grooming. Sometimes they remain unwashed for days. Behaving like children, they are prone to making faces and given to bouts of giddiness.*

4 Those suffering from a second form of the disease, called *catatonic schizophrenia,* can remain immobile for hours. Mentally withdrawing from their environment, they adopt rigid postures and fall silent for days, even months. Sometimes, without reason, they suddenly grow violent and will attack anyone who comes near.

5 In *paranoid schizophrenia,* the most marked symptom is the presence of delusions or fantasies that bear no relation to reality. Patients suffering from this form are tortured by the fear that a person or group is trying to harm them. They often think they are surrounded by enemies and may, in response, become violent.

6 As research continues, it's becoming more and more likely that schizophrenia is not a single disease but a family of diseases that

* giddiness: silliness.

may arise from a variety of causes. By learning more about each type of schizophrenia, researchers hope to find more effective treatments.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Main Idea In 1911, Eugene Bleuler coined the term *schizophrenia*, which means "split mind." Since that time, there hasn't been much progress determining the disease's cause, but researchers have identified three distinct types.

Supporting Details

1. Disorganized schizophrenia: Victims act in strange, often childlike manner.

a. Stay unwashed for days

b. Make strange expressions and act giddy

2.

a.

b. Suddenly grow violent and attack

3.

a.

b.

4.

a. Researchers hope that learning more about each type will lead to more effective treatments.

2. The Johari Window

1 The Johari Window, named after its inventors, Joseph Luft and Harry Ingham, is a useful model for describing the complex process of human interaction. The window, or box, is divided into four panes, or areas, with each area labeled to indicate the kind of information that can be revealed or concealed when we communicate or interact with others: (1) open, (2) blind, (3) hidden, and (4) unknown. Because each person's window reflects his or her psychological makeup, the size of each pane varies with the individual.

2 The **open area** of the Johari Window represents your "public" or "awareness" area. This section symbolizes the information about yourself that both you and others recognize. It includes the information that you are willing to admit or make public. For example, you and the people you communicate with may be fully aware that you are a competitive person, who doesn't like losing an argument.

3 The **blind area** in the Johari Window represents the information about yourself that others may know, or think they know, but that you are not aware of. For instance, you may think that you have a tendency to be shy and a bit withdrawn, whereas others may see you as open, relaxed, and friendly. Over time, information in the blind area can shift to the open area if other people are willing to describe their view of your behavior.

4 The **hidden area** in the Johari Window shows information that you know but that others do not. This is the area that reflects all the private feelings, needs, and experiences you prefer to keep to yourself. For example, you may not want people to know that you are terrified of public speaking despite the fact that you do it frequently. The hidden area is the one area that may not change over time. In other words, you may always choose to keep certain things about your life a secret.

5 The **unknown area** of the Johari Window is made up of things unknown to you and unknown to others. This area is reserved for those feelings, talents, and motives that are below the surface of awareness and have never been acknowledged or displayed. For example, you may have a talent for verbal expression, but if you are shy and avoid speaking a lot, you may never know that you possess this ability. To take another example, you may tend to get angry when in conversation with authority figures but have no idea that your anger stems from an unhappy relationship with your much older brother. Obviously, if you don't recognize the cause and effect relationship between your childhood and your adult behavior, no one else is likely to either.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Main Idea The four-part Johari Window, created by Joseph Luft and Harry Ingham, is a useful model for describing human interactions.

Supporting Details

1. The open section of the window represents information about ourselves that is known to both us and to others.

a. You and those around you are aware that you don't like to lose an argument.

2.

a. You may think you are shy, but others view you as open and friendly.

b. With time, info in blind area can shift to open.

3.

a. No one knows you are terrified of speaking in public.

b.

4. Unknown area consists of things nobody knows, including you.

a.

b.



Expanding Your Horizons

For an illustration of the Johari Window, go to http://www.noogenesis.com/game_theory/johari/johari_window.

EXERCISE 4

DIRECTIONS Read each selection and identify the pattern or patterns used. Then take complete notes on the blanks provided.

EXAMPLE

What's in a Name?

1 Over the past three hundred years, from the time they first arrived in America as slaves, African Americans have referred to themselves in a variety of ways (Ghee, 1990). In the seventeenth and eighteenth centuries, the accepted term was "African." Later, "colored" and "Negro" came into common usage.

2 In the mid-1960s, the Black Power movement initiated a nationwide shift from "Negro" to "black." This change was part of a consciousness-raising movement that gave many black people a new sense of pride. "Say it loud—I'm black and I'm proud!" was its rallying cry (see Cross, 1979).

3 Today, in contrast, many African Americans believe that the term "black" has outlived its usefulness and have urged adoption of "African American." Psychologist Kenneth L. Ghee (1990) is an African American who advocates this change for several reasons.

4 In many languages, the term "black" is associated with dirt, wickedness (a "black soul"), and darkness. From Ghee's point of view, thirty years of political change cannot undo three thousand years of negative thinking associated with the concept of blackness.

5 In addition, the colors black and white are total opposites. Ghee believes that constant emphasis on the "oppositeness" of races cannot help race relations.

6 And, finally, most racial and ethnic groups in America label themselves in ways that acknowledge their origins—Mexican Americans, Japanese Americans, Italian Americans, and so on. Only blacks describe themselves without reference to their geographical and cultural origins. Ghee believes that the label "black" conveys an unfortunate message: "Forget your ancestry, remember your skin color. Forget you are African; remember you are black."

7 Not all black Americans agree with Ghee's call for a new label. Many believe that the term "black" remains a powerful way to en-

courage self-pride and positive self-definition, especially among black children. (Adapted from Rubin et al., *Psychology*, p. 404.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Main Idea *Like many African Americans, psychologist Kenneth L. Ghee prefers the label "African American" instead of "black." Dr. Ghee has several reasons for his belief.*

Supporting Details

1. *In many languages, the word "black" is associated with evil and darkness, and it's hard to ignore those associations.*
2. *The terms "black" and "white" are total opposites and could interfere with improved race relations.*
3. *The label "black" conveys the message "It's not your origin; it's your skin color that counts."*
4. *Many black Americans still believe that using the word "black" helps encourage a sense of pride.*

EXPLANATION Overall, the reading relies on three different patterns of organization. The sequence of dates and events pattern introduces the thesis statement. To develop that main idea, the authors rely heavily on the cause and effect pattern. But they also occasionally mention points of contrast between Dr. Ghee's position and that of other African Americans. Because the dates and events serve primarily as an introduction, complete notes on this reading need not include any dates and events. However, they should indicate all the reasons offered for rejecting the label "black." They should also identify any significant points of contrast between Dr. Ghee's position and that of other African Americans.

1. The Industrial Revolution in America

1 A young British mechanic named Samuel Slater helped jump-start the Industrial Revolution in America. In 1790, Slater decided to sail to America. To protect the English textile industry, British law forbade the export of machinery, technology, and skilled workers. To get around that law, Slater memorized the plans for the water-powered spinning machine that had revolutionized the British textile industry. Then he left England disguised as a farmer. A year later, he set up a textile factory in Pawtucket, Rhode Island, to spin raw cotton into thread. Slater's ingenuity resulted in America's first use of the **factory system** of manufacturing, in which all the materials, machinery, and workers required to manufacture a product are assembled in one place. Thanks to Samuel Slater, America's Industrial Revolution was born.

2 By 1814, Francis Cabot Lowell had established a factory in Waltham, Massachusetts, to spin, weave, and bleach cotton all under one roof. He organized the various manufacturing steps into one uninterrupted sequence, hired professional managers, and was able to produce thirty miles of cloth each day! Lowell's success was a result of the manufacturing technique called specialization. **Specialization** is the separation of a manufacturing process into distinct tasks and the assignment of different tasks to different individuals. The purpose of specialization is to increase the efficiency of industrial workers.

3 The three decades from 1820 to 1850 were the golden age* of invention and innovation in machinery. The widespread use of the cotton gin, invented by Eli Whitney, greatly increased the supply of cotton for the textile industry. Elias Howe's sewing machine, invented in 1846, became available to make material into clothing. The agricultural machinery of John Deere and Cyrus McCormick revolutionized farm production.

4 At the same time, new means of transportation greatly expanded the domestic* markets for American products. The Erie Canal was opened in the 1820s. Soon afterward, thanks to Robert Fulton's invention of the steam engine, steamboats could move upstream against the current and use the rivers as highways for hauling bulk goods. During the 1830s and 1840s, the railroads began to extend the existing transportation system to the west, carrying goods and people much farther than was possible by wa-

* golden age: period of peace, happiness, and wealth; originally used in Greek mythology.
* domestic: related to the home or to a country's internal affairs.

terways alone. Between 1860 and 1880, the number of miles of railroad track tripled; by 1900, it had doubled again. (Adapted from Pride et al., *Business*, p. 23.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Main Idea _____

Supporting Details _____

2. Farming the Earth's Jungles

1 Not too many years ago, it was thought that food shortages could readily be solved by cultivating* the world's jungles. Because the lush region of the Amazon Basin of Brazil seemed the perfect site, an agricultural colony was formed and farming was begun. To the surprise of many, the project failed—and failed badly. Yet, in retrospect, several major causes of that failure can be readily identified.

2 The first and most fundamental problem is the tropical soil. Although rain forests are lush and rich in foliage, the soil itself is poor. When foliage falls to the earth, very little of it is absorbed by the soil because of heavy rains. When the rains come—and they come often—most of the decaying foliage is washed away before it can enrich the earth. As a result, the soil in the tropical jungles never has enough time to absorb nutrients from fallen leaves, making it less appropriate for cultivation than one might assume.

3 Then, too, there is the problem of how quickly the jungle grows. Workers on the project would clear a space for planting on one day, only to return a day or two later and find it partially overgrown. The jungle is simply too powerful for the puny efforts of human beings to make any lasting imprint. One can fly over the area for hours and see no sign of human settlement.

4 Finally, there is the effect of sunlight on jungle soil. In many areas, when the soil is exposed to sunlight, it first hardens, then it turns into *laterite,* a red, rocklike substance containing high concentrations of aluminum and iron. While laterite is so beautiful it has been used to build temples in places such as Cambodia and Vietnam, it is all but impossible to till.*

* cultivating: improving and preparing land for planting.
* till: to prepare for crop raising.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Main Idea _____

Supporting Details _____

End-of-Chapter Reading 9

DIRECTION Answer the questions after you complete the reading. As you read, consciously look for the patterns described in the last two chapters.

THE DEVELOPMENT OF SELF IN CHILDHOOD

1 How do we acquire a sense of identity, or self? Well, it doesn't happen overnight. In Europe and the United States, at least, identity formation is a process that involves several different steps, each occurring at a different age. By the second year of life, for example, most children can correctly label their gender, a key component* in identity formation. Around two, children start to make statements like "I am a boy" or "I am a girl." Labels like these then pave the way for a later, more complete and more sophisticated sense of identity.

2 Initially, however, such labels lack permanence. Between the ages of two and three, a boy may claim he can become a girl under certain circumstances—"when I grow up" or "if I grow my hair long." Similarly, a girl might imagine she can change her gender by changing her name—"I'm going to call myself Bob and become a boy." At this early stage in identity formation, children are also prone to thinking they can throw off human identity and become an animal: "Bow-wow, I'm a dog."

3 After the age of five or six, however, children begin to develop a sense of **self-constancy** (the belief that identity remains permanently fixed). At this point, children start to believe that they will stay the same person indefinitely on into the future. They now believe that they will remain human forever and maintain the same gender under all circumstances. Permanent beliefs like these are the most basic and earliest core of a personal identity.

4 Around the age of eight, children begin to include psychological characteristics in their description of self. They say, for example, "I am brave" or "I am happy." What's missing from this early description of self is any sense of context. The child does not realize that he or she is brave in certain situations and fearful in others. Nor does the child recognize that he or she can be brave and fearful at the same time. Rather, the tendency is to focus on one particular feeling or trait and disregard all others. At this point, ambiguous, or conflicting, feelings seem too threatening to be expressed or even acknowledged, perhaps because the child's internal sense of identity still feels weak and fragile.

* component: part or element.

5 By the end of middle childhood, both boys and girls are clearly able to think of themselves in more complicated ways. They can, for example, describe themselves as relaxed and skillful when in the classroom but ill-at-ease or uncomfortable in social settings. They are now much less likely to define themselves in simplistic terms, i.e., "I am always angry." Instead, they are more likely to describe themselves in relation to particular situations: "I get angry when I think people are not listening to what I have to say." But generally speaking, it isn't until adulthood that children develop a more flexible sense of self and are able to integrate, or combine, conflicting traits: "I am a friendly person and like to be around people, but I also need some time alone on a regular basis."

6 It's worth pointing out, however, that the process of creating and maintaining a sense of identity does not appear to be the same in all cultures. In Asian countries like India, Japan, and Nepal, for example, three distinct senses of self appear to develop in childhood and persist on into adulthood—the familial, the spiritual, and the individual. The familial self relates only to how one appears or behaves within the context of the family, i.e., "I am very obedient to my parents' wishes." In contrast, the spiritual self is defined and organized strictly in terms of religious beliefs: "My relationship to my god is central to my life." As one might expect, the individual self is closer to the European sense of identity described in the preceding paragraphs: "I am a generally happy person." (Source of information: Seifert et al., *Lifespan Development*, pp. 301–302.)

1. How would you paraphrase the main idea of the entire reading?

2. Overall, what is the primary pattern in this reading?

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

3. What additional pattern do you see at work in paragraph 3?

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. What two patterns of organization do you see at work in the last paragraph?

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Word Notes: Abstract and Concrete Language

The reading on page 444 introduced the term *abstract,* which was defined as "in theory rather than in concrete practice." As the definition suggests, being abstract relates more to thinking than doing. What the definition does not say, however, is how important it is to find a balance between abstract and concrete language. While abstract language remains in the realm of untouchable, unseeable ideas and feelings, concrete language focuses on the people, things, and events we can see, touch, hear, and even smell or taste. We certainly need abstract language to discuss ideas, categories, and concepts like "friendship," "patriotism," and "evil," but, at the same time, we need concrete language to ensure that our meaning is clear.

For example, it's fine to say that friendship is an essential part of life, but why or how it is essential doesn't become really clear until we add some concrete examples like the following: "Friends laugh at your jokes even when they aren't all that funny; they bring soup when you're sick, and they know how to make you smile even when you're convinced that nothing will ever make you happy again."



Test 1: Reviewing the Key Points

DIRECTIONS Circle the correct answer.

1. *True* or *False.* Longer readings never rely on one single organizational pattern.

2. *True* or *False.* In a longer reading that combines two or more patterns, it's likely that one pattern will be primary, or more important, than the others.

3. *True* or *False.* You should learn to identify the patterns of organization in a reading because it will improve your ability to memorize information.

4. *True* or *False.* Longer readings can employ as many as three or four different patterns of organization.

5. *True* or *False.* If you can recognize the pattern in a longer reading, you don't have to worry about the location of the main idea and supporting details.

To correct your test, turn to page 643 in the back of the book. If you get an answer wrong, be sure to review the pages indicated in the key, next to the correct answer.

Test 2: Identifying Patterns

DIRECTIONS Read each of the following selections and identify the pattern or patterns used to organize the reading.

1. Rattlesnakes

1 The rattlesnake's tail is ringed with several rattles that make a whirring sound when the snake is disturbed and about to attack. Each time the snake molts and loses its skin, a new ring is added to the rattle. However, after several years, the end rattle becomes worn and falls off. It is, therefore, a myth that the age of the snake can be determined by the number of its rattles.

2 What's not a myth, however, is that rattlesnakes can be deadly. Although in general they prefer to hide from humans, they will attack if threatened, and their venom is deadly.

3 The venom of the rattler contains two different poisons. One stops the action of both heart and lungs. The other destroys tissue. The rattler's venom is contained in two glands, one in each cheek. Long ducts connect the glands to two hollow fangs in the upper jaw. The fangs protrude, or stick out, if the rattler is ready to strike, but they fold back into the mouth when the snake is at rest.

4 Unlike other poisonous snakes—copperheads, water moccasins, and coral snakes—rattlers have never been known to attack human beings without reason. They will attack only if they are disturbed by some sudden intrusion. They also always warn in advance that they are about to strike. Although the venom of the rattler is indeed deadly, no one need die of a rattlesnake bite if medical attention is available. There are several antidotes for the snake's poison, all of which render it harmless. The main thing is for the victim to receive the antidote as soon as possible.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

2. Open versus Closed Questions

1 The questions we ask can be open or closed (Goodman and Esterly, 1988). *Closed questions* are ones that people can answer with a "yes" or a "no" or some other equally short answer. If we meet other people for the first time and ask them, "How long have you lived here?" we are asking a closed question. *Open questions*, in contrast, are designed to obtain more information than closed questions. Open questions are asked in such a way so that people cannot give a one-word answer. Asking someone "What kinds of experiences have you had since you moved here?" is an open question that would produce more information than a closed question such as "Do you like your new school?"

2 If we really want a direct answer, we should ask a closed question. To illustrate, if we want to know if our romantic partner wants to go to a movie tonight, we shouldn't ask, "When's the last time we went to the movies?" The answer to this question may or may not lead our partner to suggest that we go to the movies. But if we really want to go to the movies that night, a closed question such as "Would you like to go to a movie tonight?" would prove more effective.

3 Keep in mind, too, that asking several closed questions instead of one good open question can make a small problem seem like a big one (Goodman and Esterly, 1988). To illustrate, suppose you are in conflict with your roommate, and you have just explained your position. Now you want to know how your roommate feels about what you have just said. Unfortunately, if you ask a number of closed questions, your roommate is likely to feel like she or he is being interrogated.* To get more information, you could ask an open question such as "How do you feel about what I just said?" (William B. Gudykunst et al., *Building Bridges.* Boston: Houghton Mifflin, 1995, p. 281.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

* interrogated: required to answer questions as if in a police station.

3. Who Are Stockholders?

1 Two types of stockholders own shares of stock in U.S. corporations: individuals and institutions.

2 ***Individual Investors***
As early as the 1920s, the public at large became significant owners of corporate stock. By 1970, stockholders had grown to more than 30 million individuals, representing one of every four adults in the general population. By the late 1980s, the total number of stockholders approached fifty million people. People from practically every occupational group own stock: professionals, managers, clerks, craft workers, farmers, retired persons, women who work in the home, and even unemployed adults. Almost an equal number of women and men are shareholders.

3 ***Institutional Investors***
In addition to the fifty million individuals who have direct ownership in corporations, millions more are indirect owners through personal savings and investments in insurance companies, pension funds, mutual funds, churches and temples, and university endowments. These institutions then invest their funds by buying shares of stock in corporations. Like individual shareholders, the institutions then become direct owners, and the individual savers are indirect owners.

4 The New York Stock Exchange* estimates that more than one-half of the U.S. population has an indirect ownership interest in corporations. Generally, anyone who owns a life-insurance policy, participates in a pension or profit-sharing plan, has an account in a mutual savings bank, or receives a scholarship from a college or endowment fund may be considered an indirect shareowner. Thus, many millions of people have a direct or indirect stake in the performance of business corporations.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

* stock exchange: a place where stocks are bought and sold.

4. Radio Rescues

1 The invention of radio had a profound effect on the safety of ships at sea. When ships got into trouble, it became possible to summon aid by radio. One of the first such cases occurred in 1898, when radio signals were used to help a sinking vessel.

2 A truly dramatic rescue at sea took place in 1909. When the SS *Republic* began to sink off New York, the wireless* operator immediately sent out a distress signal. Other ships detected it and came to the position indicated. Luckily, all the passengers were rescued. The rescue made newspaper headlines, and the public was thrilled.

3 Unfortunately, a historic rescue effort in 1912 was less successful. When the "unsinkable" *Titanic* struck an iceberg in the North Atlantic, the wireless operator tried to alert nearby ships. Unfortunately, their radio crews had gone to bed for the night. However, he was able to make contact with a station on shore (in Wanamaker's department store in New York City), whose stronger signal could reach more distant points. The young operator, David Sarnoff, stayed at his post for many hours, making contact with other vessels. Unfortunately, by the time the ships he had contacted arrived the next morning, the great passenger liner had sunk to the bottom of the ocean. Some 1,500 people drowned, including the *Titanic*'s heroic wireless operator, who tried all night to summon aid until he went down with the ship. (Adapted from DeFleur and Dennis, *Understanding Mass Communication*, pp. 190–191.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

* wireless: a radio telegraph.

Test 3: Identifying Patterns

DIRECTIONS Read each of the following selections and identify the pattern or patterns used to organize the reading.

1. The Origin of Ice Cream

1 References to ice cream already appear in the time of Alexander the Great (356–323 B.C.), yet no one really knows who invented the frozen dessert. The earliest written records suggest that ice cream evolved gradually, in response to the human desire for foods both cool and sweet.

2 Biblical allusions to ice cream show that King Solomon was a lover of cool, sweet drinks. Historians also note that Roman emperor Nero Claudius Caesar (A.D. 37–68) would frequently send teams of runners into the mountains for freshly fallen snow. When they returned, palace cooks would flavor the snow with honey, fruits, and juices. The result was something like our modern-day snow cone.

3 More than a thousand years later, the Italian explorer Marco Polo returned from the Far East with a recipe for a dessert very like our modern sherbet. By the sixteenth century, the Italians had tinkered* with the original recipe and had become devoted lovers of ice cream. In 1553, when the Italian Catherine de Medici married Henry II of France, she brought the Italian recipe for ice cream with her to her adopted country. As a result, French royalty also began eating ice cream. By 1670, the general public could purchase dishes of ice cream in local cafes.

4 In the eighteenth century, ice cream became increasingly popular throughout Europe. By 1768, a number of recipes had been collected and made into a popular book titled *The Art of Making Frozen Desserts.*

5 Always eager to mimic the British, Americans also began eating ice cream in the early eighteenth century. By the middle of the nineteenth, ice cream was so popular Americans were manufacturing it in bulk. The first ice cream cone, however, did not appear until 1903, when an Italian ice cream salesman named Italo Marioni patented the mold for the cone.

a. definition

b. sequence of dates and events

c. process

* tinkered: experimented or played with.

d. comparison and contrast

e. cause and effect

f. classification

2. Communication Between the Sexes

1 According to Deborah Tannen, the best-selling author of *You Just Don't Understand,* men and women engage in different types of talk. In Tannen's terms, women engage in more *rapport* talk,* while men engage in *report talk.* Men feel comfortable doing "public speaking," whereas women feel more comfortable doing "private speaking."

2 From Tannen's perspective, men view talk as a way of asserting one's independence; report talk is their way of exhibiting knowledge and skill and thereby gaining power in social situations. Tannen maintains that even as little boys, men use talk to get and keep attention in a group. Quite naturally, then, men grow up feeling more comfortable speaking in public. Consequently, they are likely to use their public speaking techniques in private situations, even if those techniques are inappropriate to the context.

3 In contrast, Tannen believes that women use language primarily to establish and maintain relationships. They see talk as a way of moving closer to others, and the content of the conversation is less important than the feeling communicated by the words. Here again, Tannen maintains that the different uses of language are already apparent in childhood, and girls tend to be critical of peers who assert themselves by speaking out. Perhaps as a result, girls often grow up feeling uncomfortable when called on to do public speaking.

4 If Tannen is correct, then the prescription for a better future is simple. Men and women need to understand and learn the other's language. Whereas women have to grow more adept at report talk and more comfortable speaking in public, men have to learn the art of rapport talk and use it to connect with others. When each sex can speak the other's language, then perhaps men and women can truly communicate with one another.

a. definition

b. sequence of dates and events

c. process

d. comparison and contrast

* rapport: agreement or harmony.

e. cause and effect

f. classification

3. American Lifestyles

1 Paul Ray, vice president of the firm American Lives Inc., spent a decade studying the values and lifestyles of modern Americans. In the process, Ray identified three distinct groups that play major roles in today's society.

2 Most traditional are the *heartlanders* who represent a sizable portion of the population, nearly fifty-six million people. Heartlanders are conservative and slow to accept change. They cling to the idea that America's small-town past represents all that is good and desirable. Accordingly, heartlanders value antique furniture and old-fashioned clothes more than the latest stereo equipment or fancy new cars.

3 *Modernists* are the direct opposite of heartlanders. As their name suggests, modernists focus on what's happening now instead of looking fondly to the past. Their political views are liberal. Concerned for the welfare of others less fortunate, they also enjoy spending money. Modernists believe that living in a big city gives them status, as does buying new gadgets and luxury items. Ray estimates that about eighty-eight million people are modernists.

4 *Cultural creatives* make up a third, highly independent group. Politically, they lean neither to the right nor the left. Unlike the heartlanders, they do not revere* the past. In contrast to the modernists, they don't celebrate the trendy. Instead, cultural creatives try to lead a life they consider natural and genuine. They like, for example, houses that fit the natural landscape, and they scorn both antiques and high-tech finery. They prefer handmade objects to mechanically perfect ones. Cultural creatives rebel against anything plastic, imitation, or throwaway. Ray calculates that about forty-four million Americans fit the profile of cultural creatives.

a. definition

b. sequence of dates and events

c. process

d. comparison and contrast

e. cause and effect

f. classification

* revere: hold sacred.

4. America's Bumpy Economic Ride

1 The Roaring Twenties ended with the sudden crash of the stock market in 1929 and the near collapse of the economy. The Great Depression that resulted in the 1930s was a time of misery and human suffering. The unemployment rate varied between 16 and 25 percent in the years between 1931 and 1939. The value of goods and services produced in America fell by almost half. People lost their faith in business and its ability to satisfy the needs of society without government interference.

2 After the election of President Franklin D. Roosevelt, the federal government developed a number of programs to get the economy moving again. By creating these programs, the government got deeply involved in business for the first time. Many business people opposed this intervention, but they reluctantly accepted new government regulations.

3 In 1939, World War II broke out in Europe and helped America recover from the Depression. The need for vast quantities of war materials—first for our allies and then for the American military as well—spurred industrial expansion. This rapid economic pace continued after the war, and the 1950s and 1960s witnessed both increasing production and a rising standard of living. **Standard of living** is a measure of how well off an individual or a society is, mainly in terms of satisfaction through goods and services.

4 In the mid-1970s, however, a shortage of crude oil led to a new set of problems for business. Petroleum products supply most of the energy required to produce goods and services and to transport goods around the world. As the cost of petroleum increased, so did the cost of energy and the cost of goods and services. The result was **inflation**—a general rise in the level of prices—at a rate well over 10 percent per year during the early 1980s. (Pride et al., *Business,* p. 24.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Test 4: Identifying Patterns

DIRECTIONS Read each of the following selections and identify the pattern or patterns used to organize the reading.

1. Styles of Leadership

1 For many years, leadership was viewed as a combination of personality traits, such as self-confidence, intelligence, and dependability. A consensus* on which traits were most important was difficult to achieve, however, and attention turned to styles of leadership behavior. In the last few decades, several styles of leadership have been identified: authoritarian, laissez-faire, and democratic.

2 The **authoritarian leader** holds all authority and responsibility, with communication usually moving from top to bottom. This leader assigns workers to specific tasks and expects orderly, precise results.

3 At the other extreme is the **laissez-faire leader,** who waives responsibility and allows subordinates to work as they choose with a minimum of interference. Communication flows equally among group members. The **democratic leader** holds final responsibility but also delegates authority to others, who participate in determining work assignments. In this leadership style, communication is active both upward and downward.

4 Each of these styles has its advantages and disadvantages. For example, democratic leadership can motivate employees to work effectively because it is *their* decisions that they are implementing.* However, the decision-making process takes time that subordinates could otherwise be devoting to their tasks. (Pride et al., *Business,* pp. 186–187.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

* consensus: an opinion reached by a group.
* implementing: putting into practice.

2. How a Lake Becomes Land

1 As soon as a lake is created, natural forces begin to fill it in. Although the process can take a few years or a few centuries, with time every lake is bound to become dry land.

2 A lake is born when water fills a depression* in the land. The first creatures to enter a newly born lake are usually tiny drifting water plants and animals called *plankton.* In time, the plankton increase their numbers and begin to support larger colonies of animals such as mussels, insects, fish, and birds.

3 As generations of animals succeed one another, some plant and animal remains are recycled by scavengers,* but inevitably some of the remains fall to the lake floor. Thus, the bottom is built up, perhaps a foot or two a century. Gradually, the lake becomes shallower.

4 Once the lake becomes shallow, submerged water plants begin to take root in those parts of the lake where the bottom is built up the most. They slow the currents and speed up the accumulation of debris* on the bottom. At the same time, plants such as cattails, bulrushes, and burr reeds begin to move in at the water's edge. Over time, the rising debris from the bottom and the plant invasion from the shore meet. Eventually, they combine forces and transform the lake into marshy land.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

3. The Absence of Sunlight

1 Because they do so many things that seem to prepare them for the approach of winter, plants and animals seem to know that winter's coming, but of course neither knows about the future the way humans do. So what causes these changes in behavior? According to biologists, both animals and plants are profoundly affected by the decrease in the amount of sunlight they receive in autumn.

* depression: hollow.
* scavengers: creatures that live off the leavings or remains of dead animals.
* debris: the scattered remains of things broken or destroyed.

2 Among animals, the change in the day's length and the resulting decrease in the amount of sunlight is registered* in the *hypothalamus*, the "master control" gland of the brain. In response, the hypothalamus secretes hormones that trigger chemical reactions throughout the animal's body. Among deer, for example, autumn brings on the urge to find a mate. Thus fall is the season when bucks lock antlers and compete for females.

3 Another instinctive animal response to messages from the hypothalamus is the urge to eat more. During the autumn months, birds and squirrels increase their food-gathering activities. By eating more, they build up additional layers of fat. The additional fat layers will tide them over during the winter.

4 Plants also respond to the decrease in sunlight; however, they do it without the help of a master control gland. The leaves of deciduous* trees respond to the lack of light by changing color, drying out, and falling to the ground. The fallen leaves then protect and nourish the tree's roots.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. Staying Healthy in the Nineteenth Century

1 Prior to 1860, no one in the United States really understood how deadly communicable diseases like cholera and yellow fever were transmitted. At a loss for an explanation, doctors offered up different theories about contagious diseases—for example, that they were transmitted by touch or via poisonous gases given off by dead animals and rotting vegetation. Unfortunately, those same theories were quickly disproved by practical experience. Quarantines* did nothing to check either cholera or yellow fever, which strongly suggested that touch was not the source of contagion.* In addition, many of the country's poorest residents, who often lived in the most abject* conditions, were not struck down during

* registered: recognized.
* deciduous: falling off or shedding at a particular season.
* quarantines: periods of enforced isolation due to fear of disease.
* contagion: disease transmission.
* abject: miserable, wretched, poorest.

epidemics. This simple fact all but eliminated the poisonous gases theory of disease.

2 The inability of physicians to come up with convincing explanations for contagious diseases caused the general public to be highly cynical of medical expertise. As a result, in the first half of the nineteenth century, many Americans turned to more unorthodox* therapies that promised good health and a long life. Two of the most popular therapies of the time were hydropathy and the Graham diet.

3 Practitioners of *hydropathy,* or the water cure, claimed to improve their patients' health by making them drink numerous glasses of water while being immersed in hot or cold baths. The reasoning behind the so-called cure was that water absorbed in heavy doses could flush out any poisons in the system. Whether or not the cure had any scientific basis, it was highly popular in the mid-1850s, when there were twenty-seven hydropathic sanatoriums* in the United States. These sanatoriums were particularly popular with wealthy women. They seemed to like the idea of getting away from the responsibilities of home and whiling away a few hours in the bathtub.

4 Unlike the water cure, which required money and time, the *Graham diet,* created by temperance* advocate* Sylvester Graham,* was popular with rich and poor alike. Alarmed by the cholera epidemic of 1832, Graham decided that Americans could protect themselves from disease by adopting a new diet. Insisting that his countrymen ate too much red meat, he urged his followers to eat more vegetables and fruit. He also urged them to consume several daily servings of a coarse, whole-grain bread he called "Graham bread." It was the bread, primarily, that would flush out the digestive system, thereby removing any bodily poisons that might cause disease.

5 Some of Graham's most enthusiastic followers were members of reform movements.* Like Graham, many nineteenth-century reformers were convinced that society's evils could be traced to dietary habits. Some abolitionists, for example, argued that red meat encouraged lust and violence in white men and thereby contributed to the brutality of slavery. Yet, Graham's followers were not limited to social reformers. On the contrary, his books sold

* unorthodox: unusual, untraditional.
* sanatoriums: institutions for treatment of disease.
* temperance: restraint in the use of alcohol.
* advocate: supporter, believer.
* Sylvester Graham: yes, this is the origin of the Graham cracker.
* reform movements: groups devoted to social change.

well throughout the United States, and all classes of people attended his lectures. There were even boarding houses that claimed to set "a Graham table."

6 On the whole, the Graham diet was a good deal more popular than hydropathy. It also had more staying power, remaining fashionable until the early twentieth century. Still, what made both therapies especially desirable to the American public was their absence of medical approval. In the mid-nineteenth century, many of the treatments advocated by doctors were thought to do more harm than good, and a lack of medical acceptance was considered a virtue rather than a failing.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

Test 5: Identifying Patterns

DIRECTIONS Read the following selections and identify the pattern or patterns used to organize the reading.

1. Laura Bassi's Breakthrough

1 In the eighteenth century, the field of science was virtually* closed to women. In France, the Marquise du Chatelet might write a highly regarded book about Newtonian physics,* but its very excellence spoke against her. The manuscript was so good it was widely assumed that it had been written by the countess's tutor rather than by the countess herself. Sadly enough, the tutor, Samuel König, did nothing to discourage the rumors about the book's authorship. Instead, he took full credit for the marquise's efforts. In England, the situation was worse. Women were strictly prohibited from admittance to scientific societies, and England, the leading nation in science, also led in denying women access to scientific inquiry.*

2 Italy, however, was something of an exception to the general European rule, and a number of provincial* scientific societies did admit women. It's perhaps not surprising, then, that the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi (1711–1778). Bassi actually became a respected scientific figure at a time when women were generally thought to be too intellectually limited for the rigors* of scientific study. By all accounts, she thoroughly disproved the sexist notion that women and the sciences were opposed to one another.

3 Bassi was one of the lucky women of her era. Her father was an enlightened* lawyer in Bologna, Italy, who believed that women should be educated. Thus, young Laura was schooled by the family physician, Gaetano Tacconi. By the age of twenty she was familiar with the scientific concepts of the times, particularly Newtonian physics. Because her father encouraged her to display her erudition* at social gatherings, Bassi's reputation as a learned woman grew. Tested by a group of professors and scholars anxious to prove that a woman could not possibly be so

* virtually: practically, for all purposes.
* Newtonian physics: Isaac Newton's (1642–1727) explanation of universal gravitation and the laws of motion.
* inquiry: study, exploration.
* provincial: situated away from the capital.
* rigors: difficulties.
* enlightened: educated, open to change.
* erudition: knowledge.

clever, Bassi astonished the disbelievers with her intelligence, learning, and eloquence.* Local scholars were so impressed that in 1731 they invited her to join the Bologna Institute of Sciences and to study for a degree at the University of Bologna. On May 12, 1732, Bassi became only the second woman ever to gain an academic degree. A few months later, she became the world's first female professor.

4 But despite her breakthrough, those in charge of the University of Bologna had very rigid ideas about what Bassi could or could not do as a professor. What she could not do, for example, was have any say over her schedule. For the university's leaders, she was an intriguing oddity. They might trot her out for display to curious visiting scholars, but they would not let her lecture on a regular basis. Nor for that matter could she pursue her own studies or research. Still, Bassi was not an easy woman to control, and to a degree, she managed to go her own way.

5 In 1749, to escape university restrictions, Bassi began offering private lessons in experimental physics. She also began championing Newtonian physics at a time when it was relatively unknown in Italy, and she promoted Newton's findings about gravity even in the face of widespread intellectual resistance. In addition, Bassi corresponded with the leading physicists of the day—men like Roger Boscovitch, who founded the idea of a universal force of nature, and Alessandro Volta, who pioneered electrical research. Thus, she was crucial to keeping her country abreast of new scientific theories.

6 In 1776, when Bassi was sixty-five, the university acknowledged her contributions to scientific thought by bestowing upon her an unheard of honor for a woman: She was appointed to a chair in experimental physics, and her husband, Giovanni Veratti, to whom she had borne eight children, was appointed as her assistant.

7 Although it would be nice to learn that Bassi's achievements paved the way for other women, they did not. On the contrary, many of Bassi's male colleagues had been disturbed by her extraordinary progress and were reluctant to have any other female follow in her footsteps. After Bassi's death in 1778, it took more than a century, and the arrival of Marie Curie,* for another woman to find herself at home in the male-dominated world of

* eloquence: gifted way of speaking.

* Marie Curie (1867–1934): Polish-born French chemist, who, with her husband, Pierre, and another researcher, won the 1903 Nobel Prize for research on radioactivity. In 1911, she also became the first person to win a second Nobel, this time for chemistry.

physics. (Source of information: Margaret Wertheim, *Pythagoras' Trousers.* New York: W. W. Norton & Company, 1995, pp. 135–137.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

2. Motivation and Morale

1 A **motive** is something that causes a person to act. A successful athlete, for example, is said to be "highly motivated." A student who avoids doing homework is said to be "unmotivated." Generally, **motivation** is defined as the internal process that energizes, directs, and sustains behavior. It is the personal "force" that causes you or me to act in a particular way. Thus, job rotation may increase your enthusiasm for your work so that you devote more energy to it. Job rotation, however, might not have the same effect on me.

2 **Morale** is sometimes confused with motivation, but it is different. Morale refers to an employee's attitude or feelings about the job, his or her superiors, and the firm itself. High morale results mainly from the satisfaction of needs met by the job or its rewards. One need that might be satisfied, for instance, is the desire to be recognized for a job well done. Another need that can be satisfied by work is the longing for financial security. Whereas high morale can fuel motivation, low morale can do the opposite. It can lead to shoddy work, absenteeism, and high turnover rates as employees leave to seek more satisfying jobs with other firms.

3 Beginning in the late nineteenth century, both motivation and morale became the subjects of research as employers sought to increase productivity.* Probably the most famous studies of motivation and morale were performed by Frederick Taylor, considered the father of scientific management. After studying worker behavior at two different steel companies, Taylor claimed that most people work only to earn money. He therefore reasoned that pay should be tied directly to output. Taylor's theory made an impression on employers and gave rise to the **piece-rate system,** under which employees were paid a certain amount for each unit pro-

* productivity: worker performance and output.

duced. Today, however, Taylor's theory is considered overly simplistic. It is generally acknowledged that people work for a variety of reasons other than pay.

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

3. Hazing on the Rise

1 Look up the word *hazing* in the dictionary, and it doesn't sound all that bad: "initiating, as into a college fraternity, by exacting humiliating performances from or playing rough practical jokes upon." Given this definition, you might imagine college freshmen wearing silly hats or having their faces painted. Unfortunately, that definition does not begin to describe the violent hazing practices that are going on all across America, often with tragic, even deadly results.

2 According to a study of 10,000 American college and university athletes commissioned by Alfred University in Alfred, New York, almost 80 percent of college athletes are hazed. The study also found that the practice is not limited to college campuses. Of the athletes interviewed, 42 percent said that they had already been hazed in high school, and 5 percent said they had been hazed in middle school. Hazing is also no longer limited to athletics. In some instances, students have been hazed before joining a choir or a debating team. The spread of hazing would not be so frightening if there weren't indications that the practice has become more violent and more sadistic than ever before.

3 Instances of alcohol poisoning during hazing have become more widespread; so too has severe physical abuse. In Trumbull, Connecticut, a fifteen-year-old high school wrestler was hog tied by his teammates, beaten, locked in a closet, and sexually assaulted. In Baltimore, Maryland, a high school soccer player suffered a concussion when he was forced to stand against a wall while older players repeatedly kicked the ball at his head. At a high school football camp on Staten Island, students were forced to box one another until they bled. What's especially frightening about these incidents is that those doing the hazing don't seem to recognize the severity or the criminality of their behavior.

4 In April 2000, the townspeople of Winslow, Arizona, were in shock after two star athletes were suspended from high school for sexually assaulting freshmen team members. The defendants all denied the allegations,* claiming instead that the incidents were pranks.* As one defendant wrote in a letter to the school's principal, "I never in my imagination in any way, shape, or form thought that the horsing around that we were doing was a 'gang attack' on somebody. There were no intentions of hurting, damaging, or humiliating anybody. It was just supposed to be horsing around" (Rushlo, p. 21a).

5 Hank Nuwer, the author of *High School Hazing, When Rites* Become Wrongs*, tracks dangerous hazing incidents on the Internet and claims to have seen a "tremendous rise since about 1988." Asked to comment on what has caused the increase, Nuwer suggests that the society itself seems to have become comfortable with a high level of violence. It's not surprising, therefore, that young people might tolerate a level of violence that would once have been considered unacceptable. After all, professional wrestling, increasingly popular among the young, suggests that brutalizing one's opponent is little more than good, clean fun. Andrew Buckser, a professor of anthropology at Purdue University, also notes that hazing takes place outside of any adult control. Add alcohol to the lack of adult supervision, and it's not surprising that hazing has become more brutal as kids try to outdo one another at being tough or daring.

6 That violent hazing is connected to violence in society seems to be confirmed by the work of Peggy Reeves Sanday, an anthropologist and the author of *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*. Sanday insists that hazing, particularly violent hazing, is not a worldwide cultural phenomenon. She herself has spent many years in Indonesia among the country's fourth largest ethnic group, the Minangkabau, and points out that among the Minangkabau, there is no such thing as hazing. From Sanday's perspective, hazing doesn't exist among the Minangkabau because their society itself is remarkably peaceful and egalitarian.* Professor Sanday states emphatically that violent hazing in the United States is a direct result of a society where violence, either in reality or in the media, is "part of everyday life." (Source of information: Juan Williams, "Analysis: Persis-

* allegations: accusations.
* pranks: practical jokes.
* rites: established ceremonies.
* egalitarian: characterized by equality and fairness.

tence of Hazing and the Increase of Violence Involving Teens," *Talk of the Nation,* National Public Radio, March 28, 2000; Jane O'Hara, "The Hell of Hazing," *Maclean's,* March 6, 2000, pp. 50–52; "The Persistent Madness of Greek Hazing," *Black Issues in Higher Education,* June 25, 1998, pp. 14–16; Michelle Rushlo, "Arizona Town Stunned by Allegations of Sexual Hazing," *The Dallas Morning News,* June 21, 2000, p. 21A.)

a. definition
b. sequence of dates and events
c. process
d. comparison and contrast
e. cause and effect
f. classification

4. Does Marriage Equal Happiness?

1 Do different types of marriages produce different levels of satisfaction? It would certainly seem so. A review of the studies on marriage shows that marriages in which the partners see each other as equals and helpmates tend to be the happiest. In contrast, marriages in which the partners see each other as unequal participants tend to be less happy. The partners in an unequal marriage are likely to express distress in the form of low self-esteem or negative judgments about the marital relationship.

2 And what about comparisons between married and unmarried people? Are the married happier than the single? Here again, the answer seems to be yes. Married people tend to get sick less, live longer, and generally express a greater sense of psychological well-being. Across the board, researchers seem to agree that marriage offers important benefits, although men seem to profit more than do women. While both sexes seem to gain from marriage, the biggest plus for women seems to be in the financial realm. When it comes to emotional and physical well-being, men seem to profit more from marriage than women do.

3 Is the marriage-happiness relationship consistent from country to country? To answer this question, Steven Stack and Ross Eshleman analyzed marriage studies from seventeen countries. They found that married people had the highest level of happiness in all countries compared. Couples cohabiting without being married tended to have lower levels of happiness, but their levels were still higher than those of people living alone. Married individ-

uals also reported higher levels of financial satisfaction and better health than single ones. (Source of information: Seifert et al., *Lifespan Development*, pp. 483–484.)

a. definition
b. process
c. sequence of dates and events
d. comparison and contrast
e. cause and effect
f. classification

CHAPTER 10

Reading Charts, Graphs, and Tables

In this chapter, you'll learn how to read the following types of visual aids:

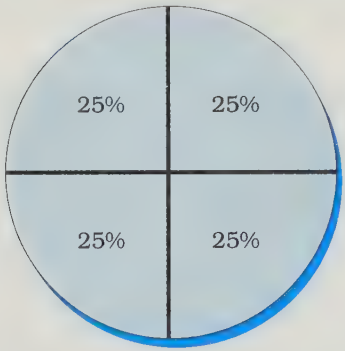
- **pie charts**
- **line graphs**
- **bar graphs**
- **flow charts**
- **tables**

Sometimes writers supply information in the form of charts, graphs, or tables. Their purpose is to illustrate ideas in the text *and* condense pages of technical information into one or two visual aids. Step by step, Chapter 10 will show you what to do when you encounter visual aids in your reading.



Pie Charts

Pie charts are circles divided into slices. Each piece, or slice, of the pie represents a percentage* of the larger whole. Those percentages are usually printed on or close to the individual shares of the pie. Generally, pie charts are used to show the importance or size of various groups or items.



The Shares

Understanding Pie Charts

Because we are all familiar with what it means to cut a pie into pieces, pie charts are easy to read. In fact, the process of reading a pie chart can be summed up in a few simple steps.

First, look for the title. As in most visual aids, the title will usually appear just above or below the pie chart. Often preceded by the word *Figure* and a number, the title tells you exactly what it is that's being divided into percentages, or shares. Sometimes pie charts will also include a caption that further explains what the chart is supposed to show. If there is a caption accompanying the chart, be sure to read it.

Like other visual aids, most pie charts include information about the source of the chart's figures. That information can usually be found in a "source" note located under the illustration. Often, the figures in visual aids are accurate for only a particular period of time. If that's true, the figures you're looking at might have changed already or will change in the future, and the caption, figure title, or source note will tell you if that's the case.

After identifying the whole that's being divided into parts, examine the individual pieces. Look carefully at how each slice is labeled. Pay particular attention to the difference in percentages, noting

* Percentages are represented by the symbol %.

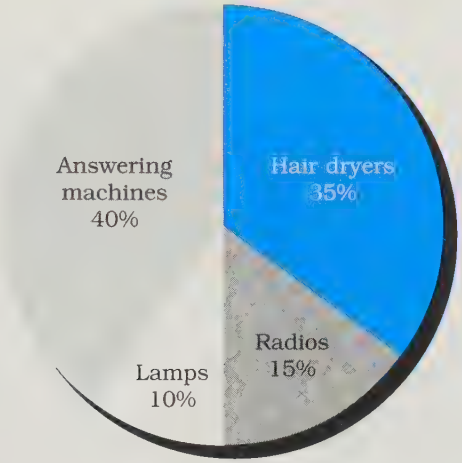


Figure 10.1 2000 Sales Figures for Martin Manufacturing

Source of data: Pride et al., *Business*, p. 433.

which pieces are larger and which pieces are smaller. The percentages in a pie chart should always add up to 100 percent.

For an illustration, look at the pie chart in Figure 10.1. The title after *Figure 10.1* tells you exactly what the chart shows: 2000 Sales Figures for Martin Manufacturing. Because the chart is divided into four pieces, you know immediately that Martin Manufacturing produces four different kinds of products, which are identified on the slices of the pie. Martin Manufacturing makes answering machines, lamps, radios, and hair dryers. To learn what percentage of total sales each product represents, you just need to read the percentage printed on each slice. What product is responsible for the greatest amount of sales at Martin Manufacturing? In the year 2000, the most popular product was answering machines, with hair dryers next in line.

Sometimes authors will use two pie charts so that you can compare and contrast different amounts of the same thing within two distinct populations or groups. Look, for example, at Figure 10.2. Here again, the title tells you what the charts illustrate: Developmental Changes in Sleep Requirements. In this case, the author uses two pie charts to help you to understand how adults and newborns differ in the amount and kind of sleep they need. Here, the slices in the pies are labeled not in percentages but in number of hours, and there is a color key telling you how to recognize the different kinds of sleep indicated on the chart: Blue represents REM sleep, gray identifies non-REM sleep, and white indicates the number of hours spent awake. According to the pie chart for newborns, then, how many hours of REM (a relatively active period of sleep,

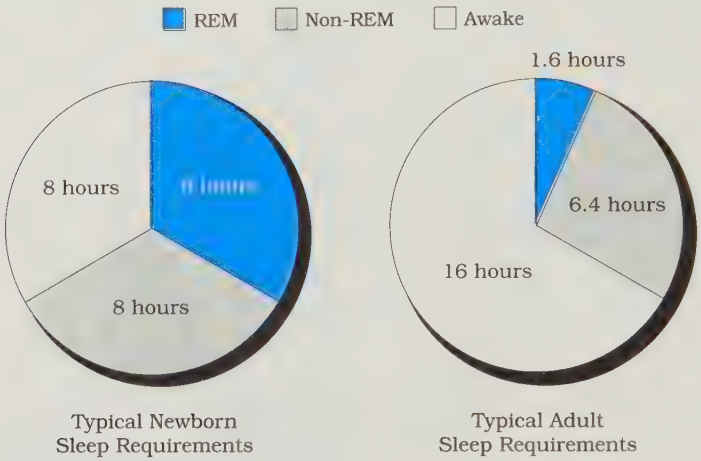


Figure 10.2 Developmental Changes in Sleep Requirements

Source of data: Seifert et al., *Lifespan Development*, p. 113.

named for the rapid eye movements that usually accompany it) do infants usually get? To find the answer, look for the slice printed in blue on the pie chart devoted to newborns. The answer is eight hours. Now look at the chart devoted to adults and figure out how many hours of REM sleep they usually get. Quite a difference, isn't there? Adults only get about 1.6 hours.

To review the steps in reading pie charts, read the following box. Then use what you have learned to answer the questions in Exercise 1.

Steps in Reading a Pie Chart

1. Read the title, then look for the source of the chart's figures. If there is a caption, read it carefully. Pay close attention to any dates.
2. Note the number of slices or pieces in the pie or pies. Look closely at how each piece is labeled or identified.
3. If there is a key indicating what each slice represents, make sure you understand it.
4. Identify the shares or percentage represented by each piece. Decide who or what accounts for the largest or smallest percentage. See if any of the percentages or shares are equal.
5. If the author provides two charts, make sure you know what each one represents. Pay attention to similarities or differences between the two.

EXERCISE 1

DIRECTIONS The pie chart in Figure 10.3 shows how the U.S. government spent its money in 1995. Use the information in that chart to answer the following questions.

1. According to the pie chart, what portion of the government budget was allocated for housing aid, food stamps, and welfare programs?

2. What two areas received equal funding?

3. Which program received more money, Medicare or Medicaid?

4. In 1995, how much of the budget was allocated for foreign aid?

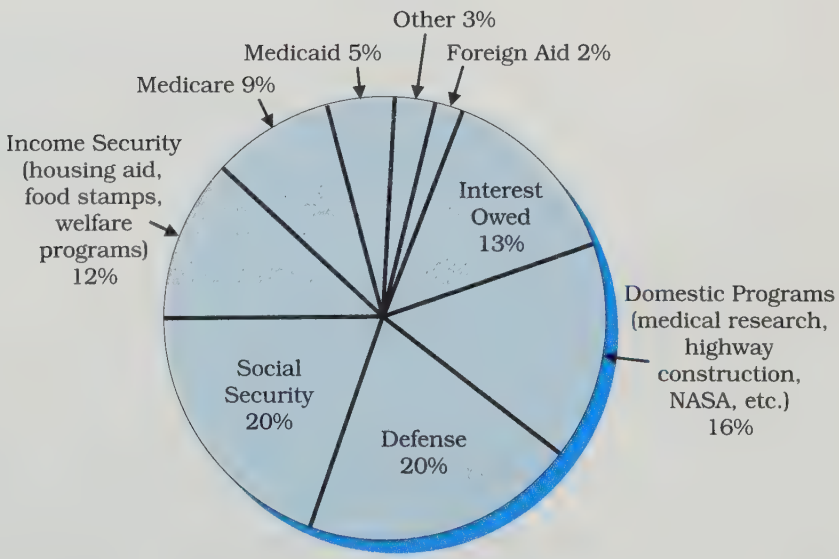


Figure 10.3 Government Spending in 1995

Source of data: U.S. Government: Office of Accounting.

Line Graphs

Unlike pie charts, line graphs help you visualize changes, usually those that have taken or will take place over a period of time. For example, the line graph below in Figure 10.4 accompanied a discussion of how divorce in the United States is on the rise.

Understanding Line Graphs

To understand a line graph, begin with the title. The title tells you what is being measured or tracked. For example, the title of the graph in Figure 10.4 tells us that the graph will indicate the percentage of marriages ending in divorce between the years 1900 and 1993.

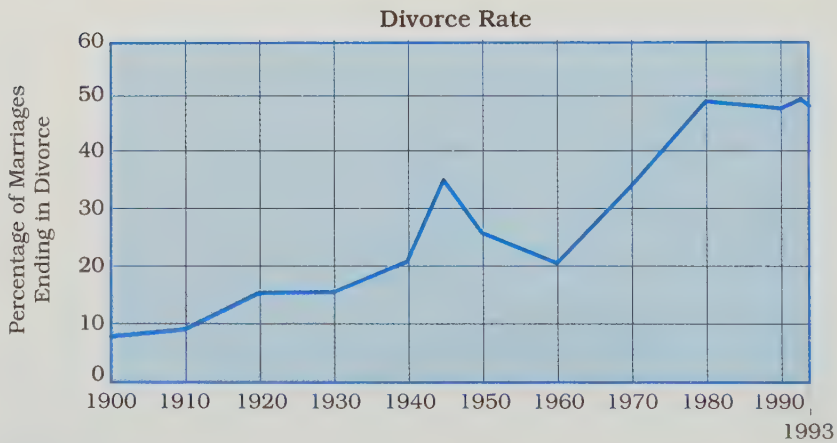


Figure 10.4 Percentage of U.S. Marriages Ending in Divorce, 1900–1993

Source of data: Seifert et al., *Lifespan Development*, p. 310.

Look now at the graph in Figure 10.5 on page 489. Read just the title that follows the figure number. What can you expect to learn from reading this graph?

The title tells us that the graph will help readers "see" how the average girl's weight increases between the ages of two and eighteen. Notice how the **horizontal axis,** or the straight line going from left to right, gives us the age in years, with each block representing a span of two years.

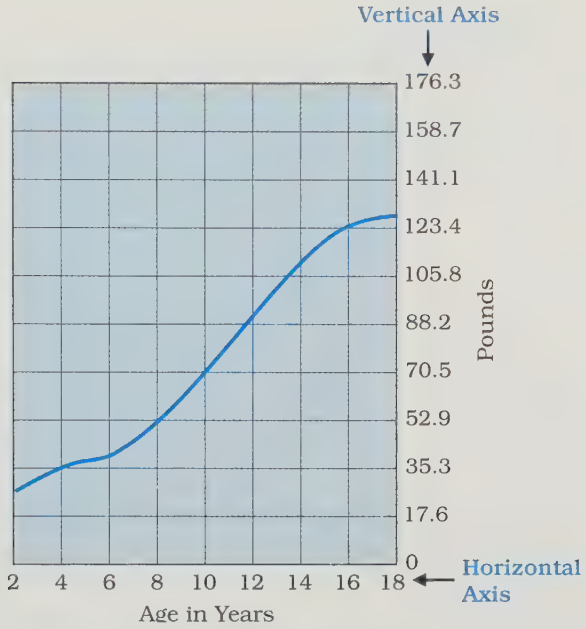


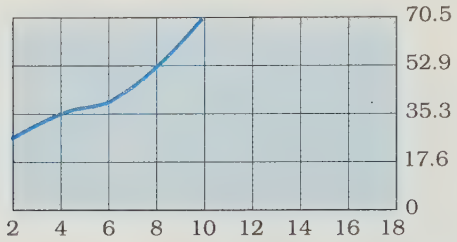
Figure 10.5 Weight Increases in Girls Between Two and Eighteen Years

Source of data: Seifert and Hoffnung, *Childhood and Adolescent Development*, p. 273.

In Figure 10.5, the **vertical axis,** or the straight line from bottom to top, measures pounds rather than years, with each block representing a little over seventeen and a half pounds.

Look again at Figure 10.5. What does it tell us about the average weight increase for girls between the ages of two and eighteen? For example, how much does a girl typically weigh at age four? To find the answer, look first at the number 4 on the horizontal axis. Then let your eyes travel upward until you find where the curved black line—which represents the average girl's weight increase—intersects, or crosses, with the straight line representing age four. From that point, look straight across the graph to your right and find what that point represents in pounds. The answer is 35.3 pounds.

How about two years later, at age six? What would the average girl weigh then? Because the curved black line representing weight increase does not fall on a spot where the horizontal and vertical lines meet, locating the answer is a bit tricky. But you can figure it out by paying close attention to one small section of the graph:



Now find age six on the horizontal axis, and let your eyes travel upward to the curved black line. Looking across to the vertical axis, representing pounds, you'll notice that the curved black line is about one-fifth of the way between two points—one representing 35.3 pounds, the other representing 52.9 pounds. Because each box represents around 18 pounds, you can estimate the average girl's weight at age six by adding one-fifth of 18 to 35.3 pounds (35.3 + 3.6 = 38.9 pounds). From reading the graph, then, we can say that 38.9 pounds is the average girl's weight at age six.

To test your understanding of how to read a line graph, look again at Figure 10.5 and determine what an average girl would weigh at age eighteen. Did you arrive at the answer 127 pounds? If you did, you're right on the mark. All you had to do was add 3.6 pounds to the number 123.4.

Steps in Reading a Line Graph

1. Read the title and look for the source of the graph's figures, paying close attention to dates.
2. Look at the horizontal axis to determine what kind of time intervals are measured on the graph.
3. Look at the vertical axis to discover what is measured there.
4. With your finger or a pencil, trace the curved or jagged line that connects each point on the graph. This line will tell you how the quantity measured in the vertical line has changed (or has not changed) over time.

EXERCISE 2

DIRECTION The line graph in Figure 10.6 traces weight increases in boys between the ages of two and eighteen. Look at it carefully, then answer the questions below.

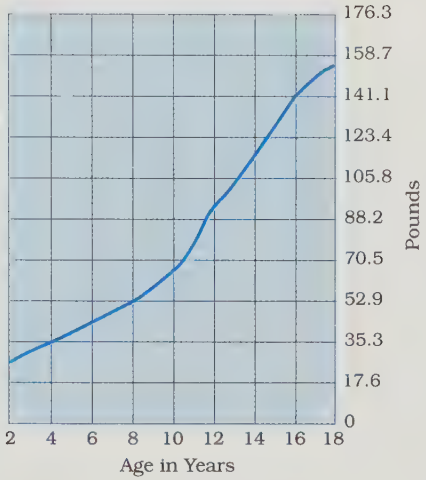


Figure 10.6 Average Weight Increases in Boys Between Two and Eighteen Years

Source of data: Seifert and Hoffnung, *Childhood and Adolescent Development*, p. 273.

1. At the age of four, the average boy weighs about 35.3 pounds. According to the graph, what will he weigh at the age of eight?

2. According to the graph, how much will the average boy weigh at the age of sixteen?

EXERCISE 3

DIRECTIONS The line graph in Figure 10.7 traces the increase in dollar sales for a firm that sells computers. Read the graph, then answer the questions below by circling the letter of the correct response.

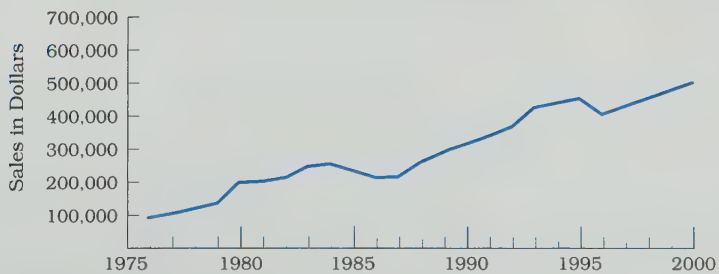


Figure 10.7 Sales for Enterprise Computer Company

Source of data: Pride et al., *Business*, p. 490.

1. What period of time is shown on the graph?
 a. 1980–1995
 b. 1975–2000
 c. 1975–1995

2. How many sales in dollars did the company have in 1980?
 a. 100,000
 b. 200,000
 c. 300,000

3. How many in 1984?
 a. 100,000
 b. 250,000
 c. 300,000

4. How many in 1993?
 a. 400,000
 b. 450,000
 c. 500,000



Bar Graphs

Bar graphs come in handy when writers want their readers to compare and contrast a number of different increases or decreases in events, populations, or transactions. Like line graphs, bar graphs are also used to trace increases or decreases over a period of time. Bar graphs, however, are more likely to be used than line graphs when many large increases or decreases need to be shown. For an illustration of a typical bar graph, look at Figure 10.8 on page 493.

In this case, the bar graph helps readers see the relationship between a person's age and the willingness to start a new business. To find the age group most likely to start a business from scratch, look for the tallest bar. Then look at the age group identified at the bottom of the bar. According to Figure 10.8, people between the ages of thirty and thirty-four are most likely to found a new business.

Now see if you can answer the next question: Which age group is least likely to start a new business? As you might expect, you can find the answer to this question by looking for the shortest bar. But in this

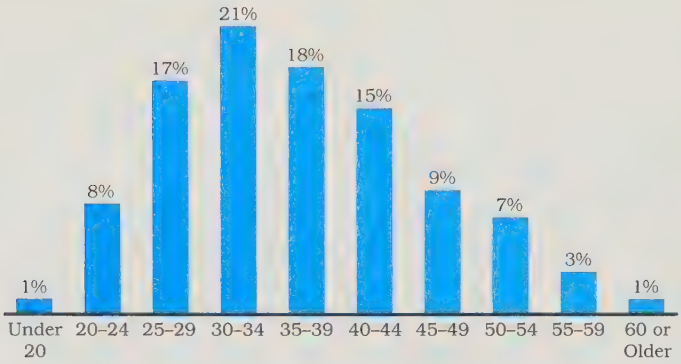


Figure 10.8 How Old Is the Average Entrepreneur?*

Source of data: Pride et al., *Business*, p. 119.

case, there are two, indicating that the two age groups least likely to start a business are those under twenty and those sixty or older.

When a bar graph traces changes over time, the horizontal axis often identifies individual years, as in Figure 10.9. To find out, say, the number of people filing for bankruptcy in a particular year, find the year and look at the top of the bar.* Then look at the numbers

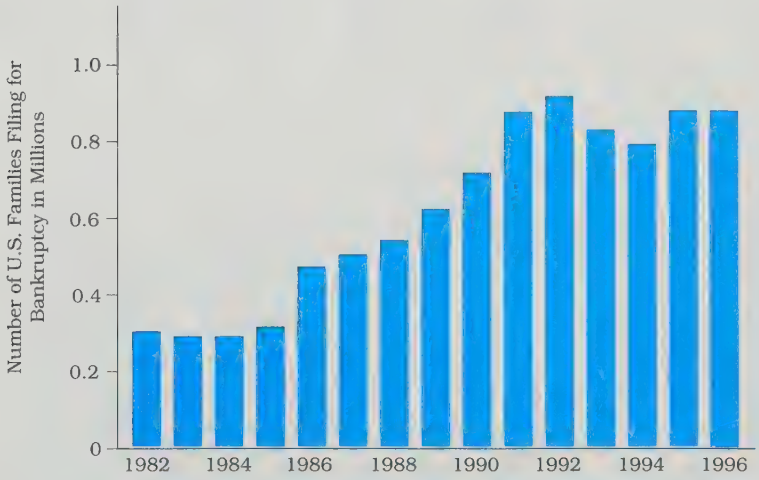


Figure 10.9 Number of U.S. Families Filing for Bankruptcy Between 1982 and 1996

Source of data: Thio, *Sociology*, p. 555, and http://moneycentral.msn.com.

* entrepreneur: a person who assumes the responsibility for starting and organizing a business.

* If the bars are arranged horizontally in a series that goes from top to bottom, you need to look at the end of the bar.

running along the vertical axis. For example, in 1996, a little more than 800,000 families filed for bankruptcy.

Understanding Bar Graphs

To understand a bar graph, you first need to determine the purpose of the graph. Does it help readers compare and contrast amounts or quantities of different products, substances, or events? Or is it designed to help readers trace increases or decreases over a period of time? What, for example, is the purpose of the bar graph in Figure 10.10?

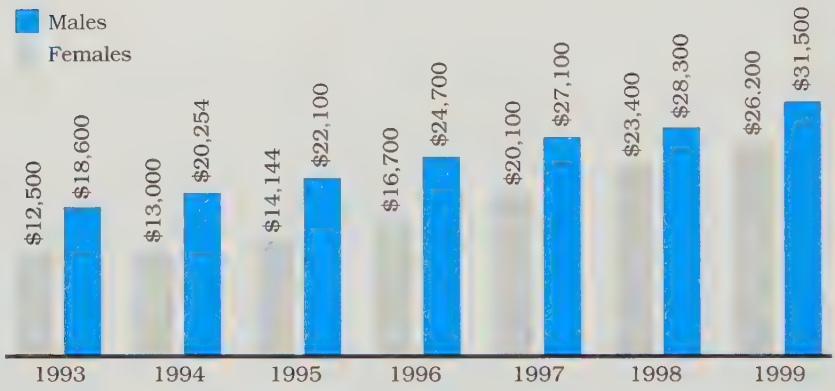


Figure 10.10 Average Salaries for Males and Females

Source of data: Pride et al., *Business*, p. 422.

The years printed across the horizontal line tell us that the bar graph is meant to help readers track increases or decreases over time. The presence of two differently colored bars for each year says that a second purpose of the graph is to make readers aware of the differences or similarities between two groups, in this case males and females. Based on the graph, then, we should be able to tell if women, on the average, make more money than men, less money than men, or earn just about the same amount.

Even a quick glance at the graph tells us that between the years 1993 and 1999, women have lagged behind men when it comes to salaries. That's easy enough to see because the longer the bar the greater the amount or increase identified. By the same token, the shorter the bar, the smaller the increase or amount it represents. For every year identified on the graph, the bars representing male salaries are longer. It's clear, therefore, that the average salaries for men exceeded the average salaries for women.

Now here are two other questions that will test your understanding of bar graphs. Between 1993 and 1999, did the average salary for women generally increase or decrease? And what about the average salary for men, did it increase or decrease? Since the bars steadily get longer for each group, the answer in both cases is yes.

What about this question: Has the gap between the average salaries of women and the average salaries of men begun to increase or decrease? Can you answer it by reading the graph in Figure 10.10? You certainly can. If you look at the difference between the two bars representing each group for the years 1993 through 1997, you will notice that the bars representing men's salaries are considerably taller than the bars representing women's salaries. Look at the salary figures at the top of each bar and you will see that men were sometimes making as much as $8,000 more than women (1996). But in 1998 and 1999, the bars representing female salaries get longer as the difference in the salaries began to diminish a bit.

Steps in Reading a Bar Graph

1. Read the figure title, caption, and source note. Pay close attention to any dates mentioned.
2. Identify the purpose of the graph. Is it comparing and contrasting different substances or quantities? Or is it tracing increases and decreases over time?
3. If the graph measures changes or quantities over time, determine the span of time and look for the longest and shortest bars to discover the largest increases or decreases.
4. If the graph compares and contrasts different products or substances, look carefully at the horizontal axis for the names of those products or substances. Then look for the longest and shortest bars to determine the degree of difference or similarity between each substance or product.

EXERCISE 4

DIRECTIONS Read the bar graph in Figure 10.11. Then answer the questions by filling in the blanks or circling the letter of the correct answer.

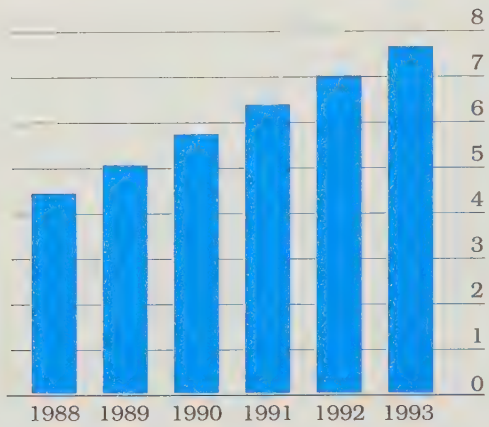


Figure 10.11 Total Number of Transactions at Automated Teller Machines (in billions)

Source: Copyright © 1994 by The New York Times Co. Reprinted by permission.

1. What does the graph measure?

2. The graph covers the years between _____ and _____.

3. In 1992, how many transactions were made at automated teller machines?

 a. 6 billion

 b. 7 billion

 c. 8 billion

4. In 1993, approximately how many transactions were made at automated teller machines?

 a. 8 billion

 b. 7 billion

 c. 7.8 billion

Flow Charts

Textbooks, particularly business textbooks, are likely to include flow charts. **Flow charts** help readers visualize each step or stage

in a process. In a flow chart, boxes, circles, or rectangles separate and identify the individual steps or stages that make up the larger process. Arrows or lines indicate the "flow" or order of events. In more detailed flow charts, arrows or lines sometimes indicate the several outcomes or effects of one particular step.

Understanding Flow Charts

For an illustration of how flow charts can help you understand a process, read the selection titled "Managing Creativity." Then look at the flow chart in Figure 10.12.

Managing Creativity

To make sure that creative decisions are also practical decisions, organizations need to follow a number of specific practices.

Once an idea has been suggested, managers should spend a significant amount of time analyzing its merit. They need, that is, to figure out the costs and the benefits of implementing a new idea or decision.

The next step is to commit resources to the project, assuming of course that the project is feasible.* Such a commitment might take the form of funds for research or a line item in the budget. Whatever the form, the goal at this step is to provide the resources that can turn a creative idea into a practical reality.

Finally, the project has to be implemented. It has to be translated into a tangible* product or course of action. The key here is to maintain a realistic perspective on what an organization can or cannot expect in the way of a return. (Adapted from Van Fleet, *Contemporary Management,* p. 194.)

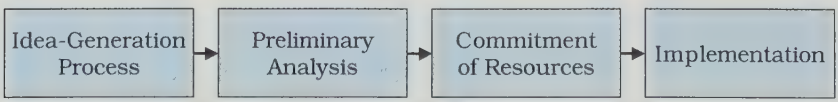


Figure 10.12 The Steps in Managing a Creative Decision

Source of data: Van Fleet, *Contemporary Management,* p. 194.

The reading outlines the sequence of steps followed in order to ensure that creative decisions are also practical. As you can see, the

* feasible: workable.
* tangible: capable of being touched.

flow chart in Figure 10.12 gives you a visual image of each step in the process.

To make effective use of flow charts in your reading, you need to do the following.

Steps in Reading a Flow Chart

1. If you are finding the selection difficult to read, then look at the flow chart *while* you are reading. Move your eyes back and forth between the verbal and the visual description of the steps.
2. If you don't find the passage hard to read, study each step represented on the flow chart *after* you finish reading. Pay attention to the arrows or lines that indicate the sequence, or order, of the steps. In this case, the visual image will help you remember the individual steps that make up the process.
3. When you finish studying the individual steps represented on the flow chart, summarize each one in your own words.
4. If mastering the material you're reading is a high priority for you, draw the flow chart from memory. Then compare your chart with the one in the text to see how accurate you were. Make any necessary corrections.

EXERCISE 5

DIRECTIONS Read the passage on remembering, and study the flow chart in Figure 10.13. Then answer the questions below.

The Stages of Memory

Incoming information is first held for a second or two by sensory memory. Information selected by attention is then transferred to temporary storage in short-term memory (STM). If new information is not rapidly encoded, or rehearsed, it is forgotten. If it is transferred to long-term memory (LTM), it becomes relatively permanent, although retrieving it may be a problem. The preceding is a useful model of memory; it may not be literally true of what happens in the brain. (Coon, *Essentials of Psychology*, p. 303.)

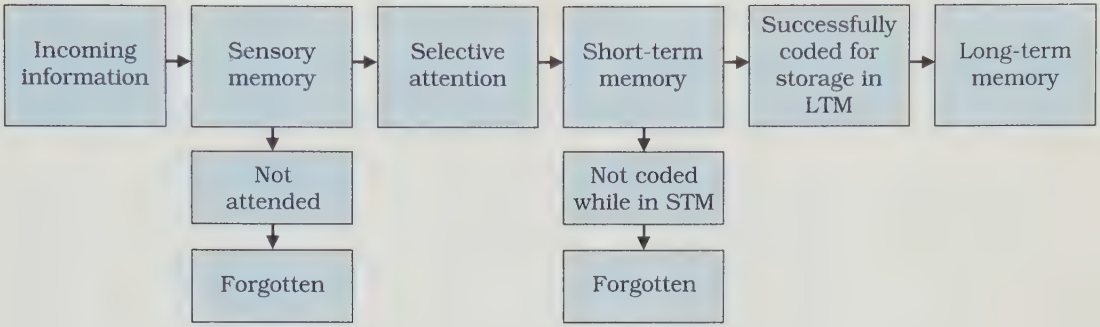


Figure 10.13 The Process of Remembering

Source of data: Dennis Coon, *Essentials of Psychology*, p. 303.

1. What is the first stage in the process of remembering?

2. What is the final stage?

3. What happens if incoming information is not attended to?



Tables

Tables list facts and figures in a series of columns or rows. Tables are useful for summarizing a large body of information in an abbreviated and easy-to-read form. Tables make it easy for readers to compare and contrast several different people, groups, or events.

Understanding Tables

Like the other visual aids in this chapter, reading a table begins with the title, which will tell you what's being summarized or illustrated. In Table 10.1, for example, the title announces the purpose of the table—to sum up several different pieces of antitrust legislation.*

* antitrust legislation: laws designed to prevent several companies from combining into one large company that would overwhelm all competition.

TABLE 10.1 Summary of Antitrust Legislation

Government Legislation	Major Provisions	Purpose
Sherman Antitrust Act of 1890	Outlaws business monopolies	To prevent a corporation from systematically eliminating competition by forcing competing firms out of the industry
Clayton Act of 1914	Prohibits five common business practices used to reduce competition	To outlaw (1) price discrimination, (2) tying agreements, (3) binding contracts, (4) interlocking directorates, and (5) community of interests
Federal Trade Commission Act of 1914	Empowers a five-member commission to investigate illegal trade practices (strengthened by the Wheeler-Lea Amendment)	To outlaw unfair trade practices and deceptive advertising
Robinson-Patman Act of 1936	Provides for improved competition between small and large retailers	To prohibit unfair pricing and to make sure promotional assistance and advertising are available to both small and large customers
Celler-Kefauver Act of 1950	Prevents one company from buying the assets of competing companies	To prevent mergers that would weaken competition; enforced by both the Federal Trade Commission and the Justice Department
Antitrust Improvements Act of 1976	Strengthens previous antitrust legislation	To provide additional time for the FTC and the Justice Department to evaluate proposed mergers

Source of data: Pride et al., *Business*, p. 709.

Once you read the title, the next step is to look at the leftmost column. This column usually identifies the individual people, events, companies, laws, and so on, that are summarized in the table. In Table 10.1, for example, the leftmost column identifies six different pieces of antitrust legislation.

The remaining columns in a table—the number varies—offer different pieces of information about each item listed in the leftmost column. In Table 10.1, which consists of three columns, the two remaining columns identify (1) the major provisions, or points, of each piece of legislation and (2) the purpose of each one.

Imagine that you wanted to use Table 10.1 to figure out the difference between the Sherman Antitrust Act and the Celler-Kefauver Act. You would start by finding the Sherman Antitrust Act in the leftmost column. Then you would let your eyes move right across the page to the remaining columns, where you could discover the provisions and purpose of this act.

Next you'd find the Celler-Kefauver Act and do the same thing, moving your eyes from left to right across the columns. At this point, you'd know that the Sherman Antitrust Act outlaws business monopolies,* while the Celler-Kefauver Act prevents one company from buying the assets of another competing company. By reading the table, you'd know that the Sherman Antitrust Act tried to prevent corporations from eliminating competition, whereas the Celler-Kefauver Act was an attempt to prevent mergers.*

Anytime you encounter a table in your reading, you should follow the steps outlined below.

Steps in Reading a Table

1. Read the title of the table to be sure you understand what's being illustrated. If possible, check the source of the figures to see how up-to-date they are.
2. If the table is highly detailed, be prepared to spend a few minutes studying the columns and getting accustomed to the facts and figures presented there.
3. Compare and contrast the different columns, looking for similarities and differences.

* monopolies: companies that have complete control over some aspect of the market.
* mergers: unions of two different companies.

EXERCISE 6

DIRECTIONS After reading Table 10.2 on page 503, answer the questions below by responding on the blank lines.

1. Of all the U.S. presidents, who was responsible for the most regular vetoes? _____

2. Which president was responsible for the most pocket vetoes? _____

3. Of the presidents who exercised their veto power, who was responsible for the fewest regular vetoes? _____

4. How many of William J. Clinton's vetoes were overridden? _____

5. According to the table, how many times has Congress overridden a presidential veto*? _____

* Overriding, or setting aside, a presidential veto requires a two-thirds vote in each house of Congress.

TABLE 10.2 U.S. Presidential Vetoes and Overrides

President	Period	Regular Vetoes	Pocket* Vetoes	Vetoes Overridden
George Washington	1789–1797	2		
John Adams	1797–1801			
Thomas Jefferson	1801–1809			
James Madison	1809–1817	5	2	
James Monroe	1817–1825	1		
John Quincy Adams	1825–1829			
Andrew Jackson	1829–1837	5	7	
Martin Van Buren	1837–1841		1	
William Henry Harrison	1841			
John Tyler	1841–1845	6	4	1
James K. Polk	1845–1849	2	1	
Zachary Taylor	1849–1850			
Millard Fillmore	1850–1853			
Franklin Pierce	1853–1857	9		5
James Buchanan	1857–1861	4	3	
Abraham Lincoln	1861–1865	2	5	
Andrew Johnson	1865–1869	21	8	15
Ulysses S. Grant	1869–1877	45	48	4
Rutherford B. Hayes	1877–1881	12	1	1
James A. Garfield	1881			
Chester A. Arthur	1881–1885	4	8	1
Grover Cleveland	1885–1889	304	110	2
Benjamin Harrison	1889–1893	19	25	1
Grover Cleveland	1893–1897	42	128	5
William McKinley	1897–1901	6	36	
Theodore Roosevelt	1901–1909	42	40	1
William H. Taft	1909–1913	30	9	1
Woodrow Wilson	1913–1921	33	11	6
Warren G. Harding	1921–1923	5	1	
Calvin Coolidge	1923–1929	20	30	4
Herbert C. Hoover	1929–1933	21	16	3
Franklin D. Roosevelt	1933–1945	372	263	9
Harry S Truman	1945–1953	180	70	12
Dwight D. Eisenhower	1953–1961	73	108	2
John F. Kennedy	1961–1963	12	9	
Lyndon B. Johnson	1963–1969	16	14	
Richard M. Nixon	1969–1974	26	17	7
Gerald R. Ford, Jr.	1974–1977	48	18	12
Jimmy Carter	1977–1981	13	18	2
Ronald Reagan	1981–1989	39	39	10
George Bush	1989–1993	17	7	0
William J. Clinton	1993–1997	17		1
Total		1453	1057	105

Source: U.S. Senate Library.

* pocket vetoes: the president vetoes, or cancels, a bill simply by failing to act when Congress is adjourned.

Adapted from: Richard J. Hardy, *Government in America.* Boston: Houghton Mifflin,

■ End-of-Chapter Reading 10

DIRECTIONS Read the following selection. As you do, think about the visual aid that would be most helpful to readers trying to understand the material.

THE PERSONAL SELLING PROCESS

1 No two selling situations are exactly alike, and no two salespeople perform their jobs in exactly the same way. Most salespeople, however, do follow a six-step procedure.

Prospecting

2 The first step in personal selling is to research potential buyers and choose the most likely customers, or prospects. Sources of prospects include business associates and customers, public records, telephone and trade-association directories, and company files. The salesperson concentrates on those prospects who have the financial resources, willingness, and authority to buy the product.

Approaching the Prospect

3 First impressions are often lasting impressions. Thus, the salesperson's first contact with the prospect is crucial to successful selling. The best approach is one based on knowledge—of the prospect, of the prospect's needs, and of how the product can meet those needs. Salespeople who understand each customer's particular situation are likely to make a good first impression—and to make a sale.

Making the Presentation

4 The next step is the actual delivery of the sales presentation. In many cases, this includes demonstrating the product. The salesperson points out the product's features, its benefits, and how it is superior to competitors' merchandise. If the product has been used successfully by other firms, the salesperson may mention this as part of the presentation.

5 During a demonstration, the salesperson may suggest that the prospect try out the product personally. The demonstration and product trial should underscore specific points made during the presentation.

Answering Objections

6 The prospect is likely to raise objections or ask questions at any time. This gives the salesperson a chance to eliminate objections that might prevent a sale, to point out additional features, or to mention special services the company offers.

Closing the Sale

7 To close the sale, the salesperson asks the prospect to buy the product. This is considered the critical point in the selling process. Many experienced salespeople make use of a *trial closing,* in which they ask questions based on the assumption that the customer is going to buy the product. The questions "When would you want delivery?" and "Do you want the standard or the deluxe model?" are typical of trial closings. They allow the reluctant prospect to make a purchase without having to say, "I'll take it."

Following Up

8 The salesperson must follow up after the sale to ensure that the product is delivered on time, in the right quantity, and in proper operating condition. During follow-up, the salesperson also makes it clear that he or she is available in case problems develop. Follow-up leaves a good impression and eases the way toward future sales. Hence, it is essential to the selling process. The salesperson's job does not end with a sale. It continues as long as the seller and the customer maintain a working relationship.

Pride et al., *Business,* p. 404.

1. Below are the visual aids described in Chapter 10. Put a check next to the one you think would be most appropriate to illustrate the reading you just finished.

Pie chart _____

Line graph _____

Bar graph _____

Flow chart _____

Table _____

2. Explain the reasoning behind your choice. _____

Word Notes: Borrowing from the French

Page 493 introduces the word *entrepreneur* (on-tra-pren-ur). This is a French word that has found a home in English, and it's not alone. We have borrowed other words from the French, for example, the word *entourage*. The word refers to a person's attendants or associates and is mostly used to describe the people surrounding someone famous or important, as in this sentence: "To the reporter's surprise, the title-winning boxer arrived without her entourage."

Then there's the French phrase *déjà vu* (day-zhah voo), which literally means "already seen." It's used to describe the feeling that we have had an experience before and are going through it again. Here's an example of the phrase in context: "Although she had never before been in the old house, she had a strong sense of déjà vu."

You may also encounter the French phrase *coup de grâce* (koo day grahs). It translates "blow of mercy" and is used to describe an event that marks the end of a situation or experience. "For the young doctor, losing the right to prescribe the medicine of his choice was the coup de grace; he decided to leave the clinic and strike out on his own."

And you may already know the word *carte blanche* (kart blahnsh). Originally, the French used it to refer to a white card belonging to a person of great authority. Now, they, and we, use it to mean the power to take whatever action seems appropriate. "The failing company gave the consultant carte blanche when it came to hiring and firing."

Test your understanding by using these four words to fill the blanks below: *entrepreneur*, *déjà vu*, *coup de grâce*, and *carte blanche*.

1. He knew they had never met, but when she walked into the room, he had an eerie feeling of _____.
2. She liked to think of herself as an _____, but she lacked the nerve to strike out on her own.
3. When the scientist arrived at the lab, he hoped they would give him _____ over vaccine research since that was his specialty.

4. The press secretary had been willing to make excuses for the president, but the _____ came when he flatly told her to lie; at that point, she quit.



Test 1: Reviewing the Key Points

DIRECTIONS Answer the following questions by filling in the blanks.

1. In pie charts, each piece or slice represents _____

_____.

2. Pie charts are used to show _____

_____.

3. Line graphs help you visualize changes that have or will _____

_____.

4. In a line graph, the horizontal axis is _____

_____.

5. The vertical axis is _____

_____.

6. Bar graphs come in handy when writers want their readers to

_____.

7. When a bar graph traces changes over time, the horizontal axis often identifies _____.

8. Flow charts help readers _____.

9. If you find a selection difficult to read, look at the flow chart _____. If the passage is not difficult, look at the flow chart _____.

10. Tables are useful for _____

_____.

To correct your test, turn to page 643 in the back of the book. If you get an answer wrong, be sure to review the pages indicated in the key, next to the correct answer.

Test 2: Reading Charts, Graphs, and Tables

DIRECTIONS Answer the following questions by filling in the blanks. Before you answer each question, look carefully at the figure or table number provided. It will direct you to the appropriate visual aid.

1. According to the pie chart shown in Figure 10.14 (p. 510), what percentage of people living in the West call themselves liberal?

2. According to the pie chart shown in Figure 10.15 (p. 510), what percentage of people living in the Northeast call themselves liberal?

3. According to the line graph in Figure 10.16 (p. 511), how many hours of television is a three-year-old likely to watch per day?

4. According to the line graph in Figure 10.16, does a child's television viewing increase or decrease from age three to age ten?

 _____ By how many hours? _____

5. According to the bar graph in Figure 10.17 (p. 511), how many sexual harassment cases were filed in 1992? _____

6. By 1993, that figure had decreased by how much?

7. According to the flow chart in Figure 10.18 (p. 512), all new products begin with _____.

8. According to the flow chart, what are the two possible outcomes of test marketing?

9. According to Table 10.3 (p. 513), what symptoms might you expect from a person functioning at rating 10?

10. According to Table 10.3 (p. 513), would a person functioning at rating 30 be able to hold a job?

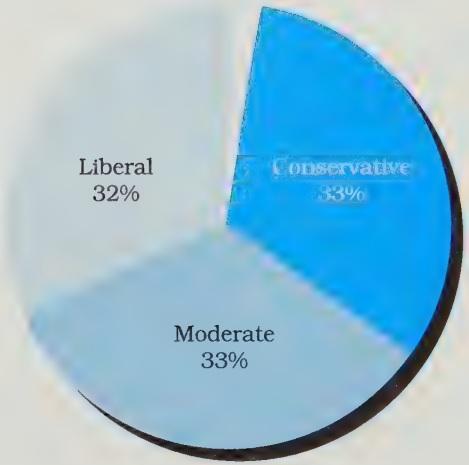


Figure 10.14 Liberal Leanings in the West

Source of data: *New York Times*, July 28, 1996, p. 5.

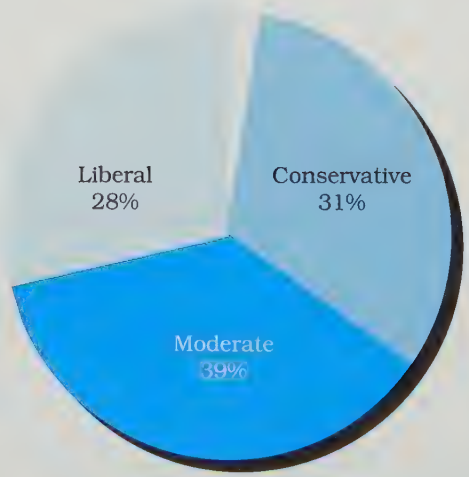


Figure 10.15 Liberal Leanings in the Northeast

Source of data: *New York Times*, July 28, 1996, p. 5.

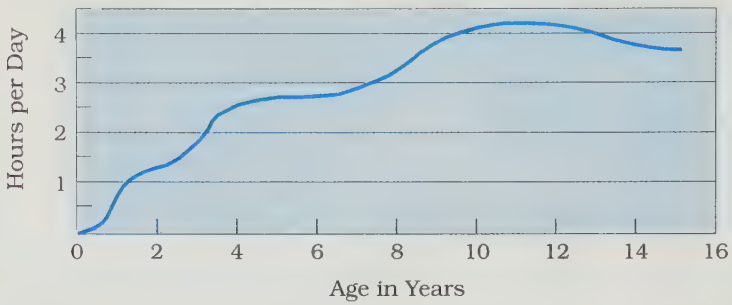


Figure 10.16 Changes in the Amount of Television Viewing Based on Age

Source of data: Hoffnung and Seifert, *Childhood and Adolescent Development*, p. 323.

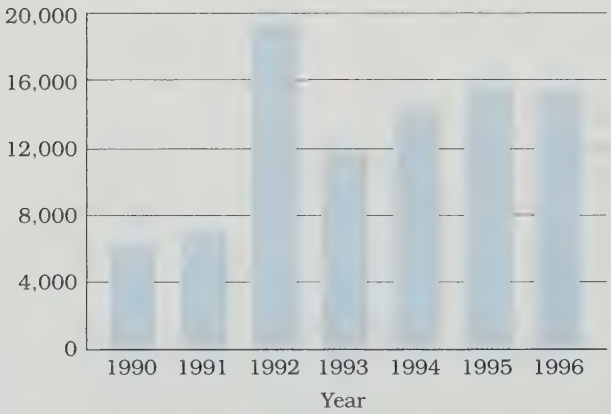


Figure 10.17 Number of Sexual Harassment Complaints Filed Each Year

Source of data: *New York Times*, March 2, 1997, p. 11.

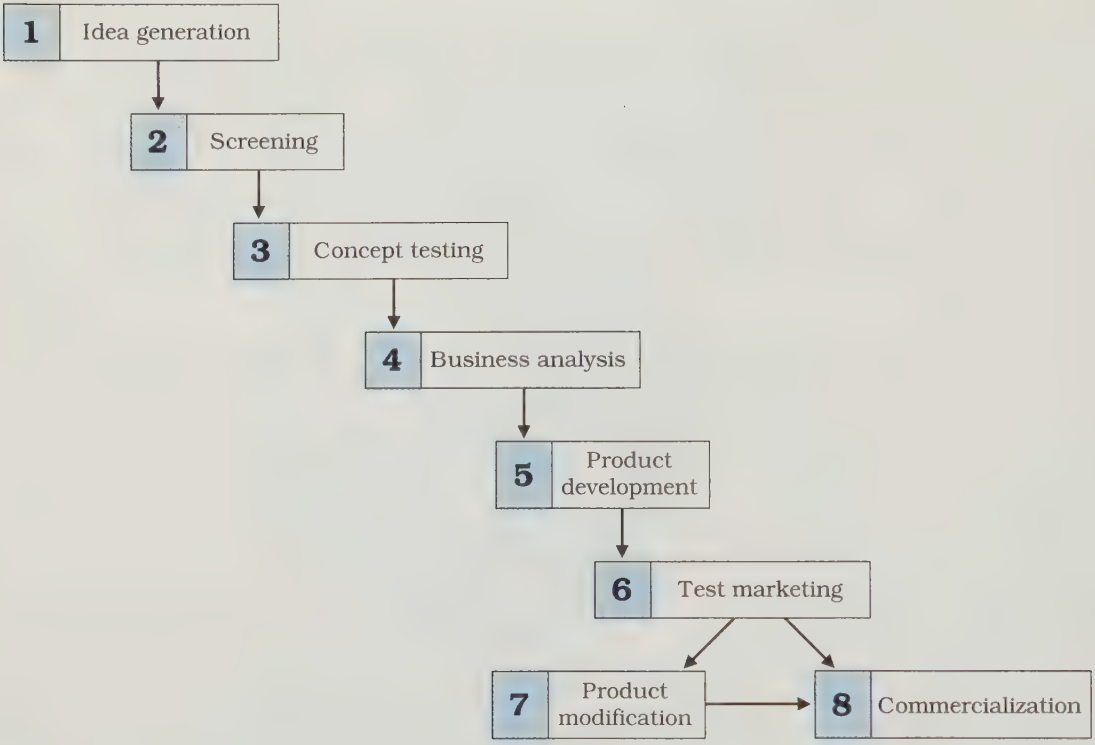


Figure 10.18 Stages in New Product Development

Source of data: Pride and Ferrell, *Marketing: Concepts and Strategies*, p. 50.

TABLE 10.3 Level of Psychological Functioning Scale

Rating	Level of Functioning	Examples of Behavior
100	Person has no symptoms and excels in a wide range of activities.	People functioning at this level do not have to look for companions. Rather they are much sought after because of their desirable traits.
90	Person exhibits few or no symptoms and functions effectively in everyday life.	At this level, a person might display some anxiety over a family dispute or at the threat of job insecurity.
80	If symptoms do emerge, they are temporary and in response to life's stresses.	Following the death of a family member, a person may have difficulty concentrating or sleeping.
70	There may be some mild symptoms and some difficulty in relationships.	Depression, insomnia, and absenteeism are all possible symptoms, but they remain mild and manageable.
60	The symptoms are more severe and problems begin to emerge at home and work.	As difficulties increase, there is a problem expressing emotions, maintaining a job, or holding onto friends.
50	Symptoms grow more severe and intrude upon all relationships.	The person now has suicidal thoughts, can't hold a job or a friend.
40	Now reality becomes vague and confusing as mood interferes with judgment.	The person is now severely depressed and likely to avoid all social contact. He or she can't work or sustain relationships.
30	At this point, delusions or hallucinations make normal behavior all but impossible.	Speech has become incoherent and behavior is out of control. The person may be preoccupied with suicide.
20	Delusions and hallucinations can lead to violence against one's self or others.	A person may attack a loved one or attempt suicide. He or she may babble or refuse to speak.
10	The possibility of violence is now at its highest level.	The risk of physical danger to the self, to loved ones, and to complete strangers is constant.

(Loosely based on the *Global Assessment of Functioning Scale.*)

Test 3: Reading Charts, Graphs, and Tables

DIRECTIONS Answer the following questions by filling in the blanks. Before you answer each question, look carefully at the figure or table number provided. It will direct you to the appropriate visual aid.

1. According to the pie chart shown in Figure 10.19 (p. 515), what was the largest source of air pollutants in the United States in 1993?

2. What was the smallest source? _____

3. According to the line graph in Figure 10.20 (p. 515), between 1970 and 1990 the price of oil was at its lowest in _____.

4. It was at its highest in _____.

5. According to Figure 10.21 (p. 516), in what grades do children least value critical thinking? _____

6. In what grades do children most value critical thinking?

7. According to the flow chart in Figure 10.22 (p. 516), the process of eliminating a product begins with what step?

8. In Figure 10.22, what are the three ways a product can be eliminated?

9. According to Table 10.4 (p. 517), what is the latest age at which 75 percent of all infants can lift their head forty-five degrees?

10. What is the earliest age at which infants can lift their head forty-five degrees? _____

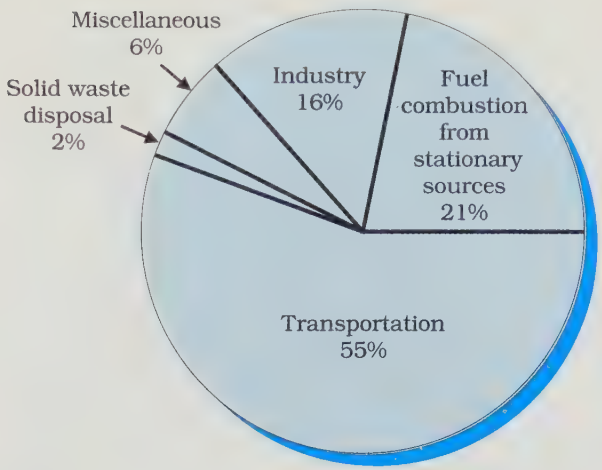


Figure 10.19 Cultural Sources of Air Pollutants

Source: Donald G. Kaufman and Cecilia M. Franz, *Biosphere 2000.* Copyright © 1993. Used by permission of the authors.

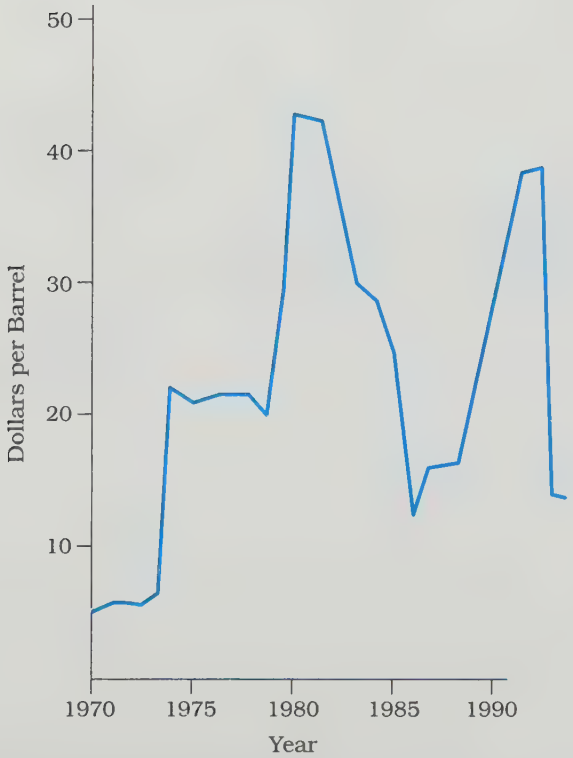


Figure 10.20 World Prices of Oil Between 1970 and 1991

Source: Kaufman and Franz, *Biosphere 2000.* Copyright © 1993. Used by permission of the authors.

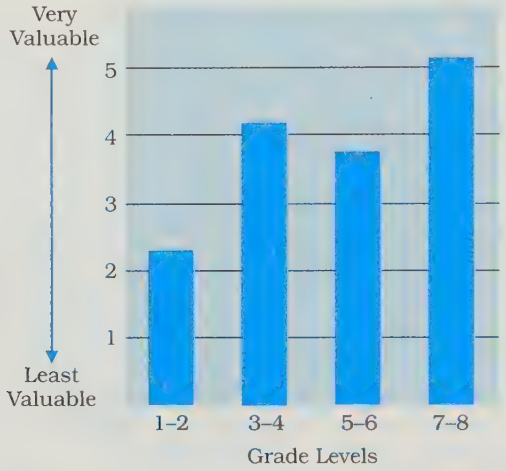


Figure 10.21 The Value Children Place on Critical Thinking Changes with Age

Source of data: J. Nicholas et al., *Journal of Educational Psychology* 87(2), pp. 253–260.

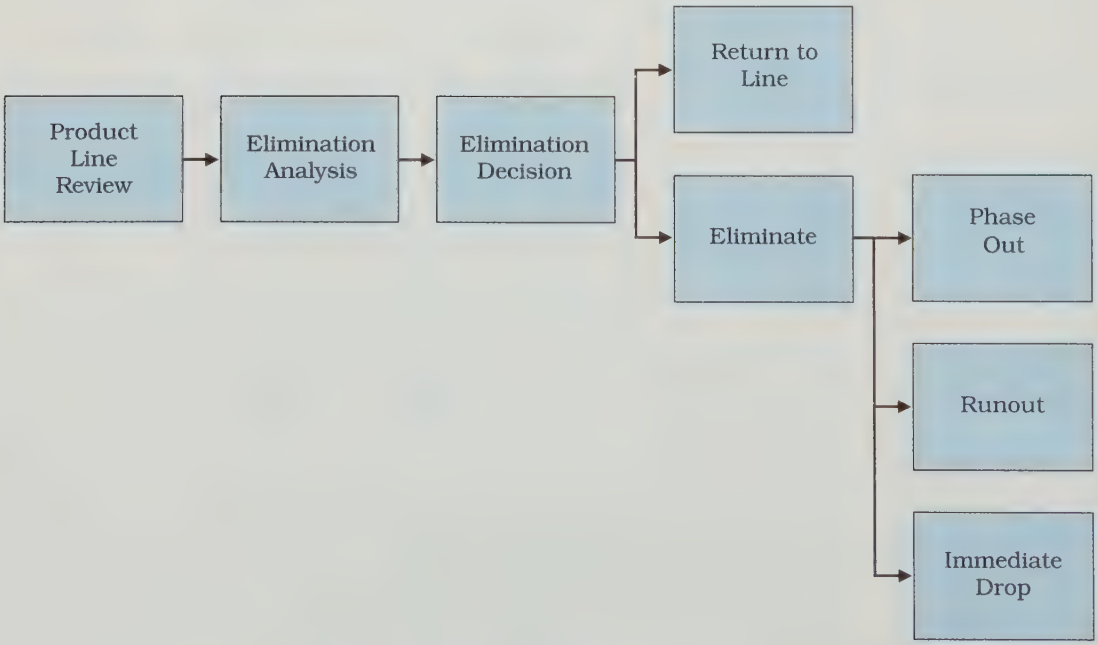


Figure 10.22 Product Elimination Is the Process of Deleting a Product That No Longer Satisfies a Large Number of Customers

Source of data: Pride and Ferrell, *Marketing*, p. 292.

TABLE 10.4 Milestones of Motor Development (in months)

Motor Skill	When 25% of All Infants Can Do This	When 50% of All Infants Can Do This	When 75% of All Infants Can Do This
Lift head up 45 degrees	Birth	1.2	2.0
Roll from stomach to back	2.0	2.8	3.7
Push chest up with arms	2.0	3.0	3.1
Pull up with assistance	3.2	4.0	5.0
Sit without assistance once up	4.8	5.5	6.5
Stand holding onto furniture	4.9	5.8	8.6
Pull self up to stand	5.9	7.1	9.0
Sit self up without assistance	6.1	7.1	9.2
Walk holding onto furniture	7.2	9.2	10.2
Stand well alone	9.7	11.5	13.1
Walk well alone	11.1	12.1	13.4
Walk backward	12.2	14.2	15.5

Source of data: *Denver Developmental Screening Test* (Frankenburg and Dodds, 1967). From Seifert and Hoffnung, *Childhood and Adolescent Development* (Boston: Houghton Mifflin, 1991), p. 169.

CHAPTER 11

Becoming a Critical Reader

In this chapter, you'll learn

- **how to distinguish between *statements of fact* and *statements of opinion.***
- **how to evaluate *opinions.***
- **how to respond to *bias.***
- **how to identify *tone.***
- **how to detect *errors in reasoning.***
- **how to respond to *propaganda.***

The previous chapters focused on understanding an author's message. In this chapter, you'll learn how to *evaluate* that message by examining the author's use of language and evidence.



Distinguishing Between Fact and Opinion

Experienced critical readers are careful to distinguish between *fact* and *opinion.* The following explanation will help you do the same.

Facts

Statements of fact describe people, places, and events without benefit of interpretation, inference, or value judgment. "The sun is red," for example, is a statement of fact. "The red sun is beautiful" is a statement of opinion. It offers a value judgment.

Unlike an opinion, you can **verify** a fact. That is, you can check it for accuracy through observation or reference to written records. In contrast to opinions, facts can be labeled "true" or "false," "accurate" or "inaccurate."

The language used to state facts is usually **denotative.** It has little or no power to affect our emotions. Denotative language uses words primarily for their dictionary meanings. The following statements of fact use denotative language:

> Twelve inches of snow fell in Buffalo last night.
>
> The shortest war on record was between the United Kingdom and Zanzibar. It took place on August 27, 1896, and it lasted from 9:02 to 9:40 A.M.

Facts

1. can be verified for accuracy.
2. rely on denotative language.
3. are not affected by a writer's personality, background, or training.
4. frequently use numbers, statistics, dates, and measurements.

Opinions

In contrast to facts, statements of opinion cannot be verified. They reflect an individual's personal response to the world. Thus they cannot be proven true or false.

However, opinions can be labeled "valid" or "invalid," "sound" or "unsound," "informed" or "uninformed." Those labels indicate the amount and type of support a writer or speaker has used as the basis for the opinion expressed. Yes, everybody has a right to his or her own opinion. But everyone's opinion does not deserve the same degree of attention or consideration.

Unlike statements of fact, statements of opinion are very much influenced by an individual's personality, background, and training. For an illustration of just how much opinions can vary, read these three opinions about a Supreme Court decision:

> It's probably the worst affirmative action decision ever issued by the Supreme Court. (Linda Chavez, former Staff Director of the United States Commission on Civil Rights)
>
> The opinion is very important because it emphasizes the fact that in most job situations, the differences between candidates are rather insignificant. (Drew S. Days, Professor, Yale Law School)
>
> It's a wonderful decision. (Joyce D. Miller, Vice President of the Amalgamated Clothing and Textile Workers Union)[1]

Depending on with whom you speak, the decision was "wonderful," "important," or "the worst." As is typical, the opinions change from person to person.

In contrast to statements of fact, statements of opinion rely heavily on **connotative** language, language that plays on our emotions or evokes a mood. Rewritten in more connotative language, the two statements on page 519 would read something like this:

> Buffalo got hit last night by a sudden avalanche of freezing snow.
>
> The shortest and probably the least devastating war in history took place on August 27, 1896; it lasted almost a whole hour.

In these examples, the language does more than describe the situation. It also interprets it. The first sentence uses words like *hit, avalanche,* and *freezing* to make readers feel the harshness of the storm. In the second sentence, phrases such as *least devastating* and *whole hour* suggest the war should not be taken too seriously.

Although you might not think statements of opinion appear in textbooks, the following statements are all opinions. Every one of them came from a textbook.

[1] "This Week in Review," *New York Times,* March 29, 1987, p. 1.

1. A ruthless land grab, the Cherokee removal exposed the prejudiced and greedy side of Jacksonian democracy. (Divine et al., *America Past and Present I,* p. 285.)
2. Despite its mixed economic record, the [Cuban] revolution's achievements in the areas of employment, equitable* distribution of income, public health, and education are remarkable. (Keen and Wasserman, *A History of Latin America,* p. 457.)
3. Vigilantism,* sparked often by a superpatriotism of a ruthless sort, flourished during World War I. (Divine et al., *America Past and Present II,* p. 707.)

Unlike science texts—which rely heavily on statements of fact—history, government, sociology, and psychology texts are likely to include numerous statements of opinion. On the one hand, textbook authors intentionally offer readers the standard interpretations or explanations of events or situations in their field. As writers of textbooks, that is their primary goal or **purpose.** On the other hand, they may also unintentionally pass on their personal interpretations of those events.

In one text, for example, an author who had opposed the Vietnam War might suggest that government policy during the war years (1954–1975) was mistaken from beginning to end. In a different text, another author—one who had supported the war—might imply that the policy was sound but the leadership inadequate. In short, their opinions might well intrude into their descriptions of events.

Try as they might to avoid it, most authors include their own personal slant or **bias** in their explanations. Producing a fully unbiased or objective account of any event is difficult, maybe even impossible. Our background, training, even our language influence the way we see the world, what we pay attention to, and what we ignore.

Blending Fact and Opinion

Because, to some degree, bias does influence most writers, critical readers distinguish carefully between fact and opinion. In particular, they notice when fact and opinion blend within the same sentence, as they do in the following example:

> Sigmund Freud's *Interpretation of Dreams* was published in 1905, and its revolutionary impact is still being felt today.

* equitable: fair.
* vigilantism: rule of self-appointed citizens, organized to punish criminals and maintain law and order.

Here, the date of publication is a matter of fact, but the book's impact is another matter. Although Freud's interpretation of dreams still has its supporters, some people flatly dismiss both Freud and his book, making this sentence a blend of fact and opinion. It is important that you recognize where the one leaves off and the other begins.

Opinions

1. cannot be verified for accuracy.
2. rely on connotative language.
3. are affected by a writer's personality, background, and training.
4. frequently express comparisons using words such as "more," "better," "most," and "least."
5. are often introduced by verbs and adverbs that suggest doubt or possibility: "appears," "seems," "apparently," "probably," "potentially," "possibly."

EXERCISE 1

DIRECTIONS In each exercise, there are three sentences that say almost the same thing. Choose the sentence that attempts to eliminate almost all connotations.

EXAMPLE

(a.) He weighs 120 pounds and is 6 feet tall.

b. He's skinny.

c. He's slender.

EXPLANATION Sentence **a** is the only sentence without any words that evoke strong positive or negative connotations. In contrast, *skinny* has negative connotations, and *slender* has positive ones.

1. a. She wore a colorful sweater.
 b. She wore a red and green turtleneck sweater.
 c. She wore a flashy sweater.

2. a. He is so blunt.
 b. No one has ever caught him in a lie.
 c. He is always totally honest.

3. a. She is a liar.
 b. She has a great imagination.
 c. She failed the lie-detector test.

4. a. She is happy.
 b. She laughs a lot.
 c. She is silly.

5. a. The car is an antique.
 b. The car was bought in 1948.
 c. The car is old.

EXERCISE 2

DIRECTIONS In each sentence, underline the word with either a neutral or a positive connotation.

EXAMPLE Your hair is fine/thin.

EXPLANATION We have underlined *fine*, because most people react positively to being told they have *fine* hair, but they react negatively if their hair is labeled *thin*.

1. He is an enthusiastic/fanatical believer.

2. "I won't," she answered/retorted.

3. You're a slow/thorough reader.

4. That plan is foolhardy/daring.

5. I think she's a drudge/hard worker.

6. What a weird/unique idea.

7. The room is a little damp/clammy.

8. The engineer is very confident/arrogant.

9. She is very ambitious/pushy.

10. He is thrifty/stingy.

Exercise 3

DIRECTIONS Read each statement carefully. Then write *F* for fact, *O* for opinion, or *B* for both in the blanks that follow.

EXAMPLE In 1963, the Supreme Court prohibited the Lord's Prayer and Bible reading in schools. This misguided decision should be reversed.

B

EXPLANATION The first sentence is indeed a fact, one that can be easily verified. The second sentence, however, is an opinion that makes a value judgment.

1. Measles has an incubation period of seven to fourteen days.

2. Within twenty years, online colleges will replace brick-and-mortar ones.

3. From full moon to full moon, the lunar cycle is about 29.5 days.

4. In 1985, Tommy "Muskrat" Green ate six pounds of oysters in one minute and thirty-three seconds. That's sick.

5. The battle of the Alamo, where frontier hero Davy Crockett died, took place on February 23, 1836. It was a tragic event.

6. The Jamaican iguana* is on the list of endangered species.

7. Fortunately, support for euthanasia appears to have decreased among cancer specialists.

* iguana: a type of lizard.

8. The rap group DC Talk got their initials from the words *decent Christian.*

9. *It's a Wonderful Life*, probably the corniest film ever made, first appeared in 1946, and it wasn't a particularly popular film until it turned up on television.

10. Attorney Morris Dees, the founder of the Southern Poverty Law Center, used the courts to destroy the power of the Ku Klux Klan.



Expanding Your Horizons

To learn more about Morris Dees and the Southern Poverty Law Center, go to http://www.splcenter.org.

EXERCISE 4

DIRECTIONS Label each sentence in the following paragraphs *F* for fact, *O* for opinion, or *B* for both.

EXAMPLE [1]Worse than the common cold, backaches hinder, disable, even cripple millions of people every year. [2]Backache is no respecter of age. [3]It attacks both young and old. [4]Although there are drugs to relieve the pain of backache, they are not a cure; they simply relieve the symptoms. [5]Every year, in the hope of a cure, around two hundred thousand people undergo back surgery. [6]But in 20 percent of all cases, surgery fails completely, and patients are left with their symptoms intact.

(1) B (2) F (3) F (4) F (5) F (6) F

EXPLANATION Each sentence is labeled according to whether it contains a fact, an opinion, or a mixture of both. Sentence 1, for example, is labeled *B* because it begins with an opinion (not everyone would consider a backache worse than a cold) and ends with a fact (millions of people suffer from backaches every year). All the other sentences are facts because they can be verified by written records.

1. [1]Cookbooks produced in America during the early 1940s and 1950s show a varied collection of recipes rich in butter, milk, and eggs. [2]But such cookbooks are clearly a thing of the past since many Americans have become aware of the need to reduce the large amount of fat they consume. [3]According to a study produced by the American Heart Association, there is evidence tying fatty foods to diseases of the heart such as arteriosclerosis. [4]Saturated fats raise the level of cholesterol in the blood, and cholesterol in turn directly contributes to hardening of the arteries. [5]Aware of the changing times, even such formerly firm supporters of cream and butter as chefs Jacques Pepin and Julia Child now publish recipes that limit both.

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

2. [1]The jazz singer Billie Holiday first sang the song "Strange Fruit" in 1939 at a New York nightclub called "Cafe Society." [2]Although Holiday was to sing it over and over again in the years before her death in 1959, even she never realized how important the song was to become. [3]A haunting ballad about the horror of lynching, "Strange Fruit" was, according to jazz writer Leonard Feather, "the first unmuted* cry against racism." [4]Going even further, the legendary record producer Ahmet Ertegun called "Strange Fruit" "the beginning of the civil rights movement." [5]As the years piled up following the song's debut so too did the accolades.* [6]*Q*, a British music publication, named "Strange Fruit" one of the ten songs that "actually changed the world." [7]In its final issue of 1999, *Time* magazine called "Strange Fruit" "the best song of the century." [8]Yet despite the song's fame, its composer, Abe Meerepol, has been all but forgotten. [9]A white school teacher who wanted to protest the act of lynching, Meerepol is better known for adopting the children of Ethel and Julius Rosenberg, the husband and wife executed in 1953 for spying. (Source of information: David Margolick, *Strange Fruit: Billie Holiday, Cafe Society, and an Early Cry for Civil Rights.* Philadelphia: Running Press Book Publishers, 2000.)

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6) _____ (7) _____

(8) _____ (9) _____

3. [1]Orcas, or "killer whales" as they are more commonly known, are extraordinary creatures. [2]Inhabitants of the cold seas, they are huge

* unmuted: unquieted.
* accolades: expressions of praise.

black-and-white mammals with enormous, jagged teeth that make them highly successful predators. [3]In turn, none of the other ocean creatures is capable of preying on them. [4]Some years ago, *Orca, the Killer Whale* was a financially successful movie starring Richard Harris.

(1) ____ (2) ____ (3) ____ (4) ____

4. [1]The atmosphere of Venus is approximately ninety times hotter than Earth's. [2]Temperatures near the planet's surface are as high as nine hundred degrees Fahrenheit. [3]The planet nearest Earth, Venus is shrouded in clouds and is, therefore, not highly visible. [4]In the past, several attempts have been made to explore the planet's surface, particularly by Russia. [5]The Russians have landed several robot crafts on Venus, and at least one has been able to collect soil samples and transmit color pictures.

(1) ____ (2) ____ (3) ____ (4) ____ (5) ____

5. [1]In the annals of public health, what some critics now call the "swine flu affair" may go down as one of the federal government's greatest disasters. [2]In 1976, federal health authorities made a concentrated effort to immunize the public against an influenza epidemic they knew might never arrive. [3]The concern was great because the so-called *swine flu* virus seemed to resemble a virus believed to have caused a deadly outbreak of flu in 1918. [4]After the government spent more than $100 million, the flu never came. [5]But several people who had the shot to prevent flu came down with a rare illness called *Guillain-Barré syndrome.* [6]The disease appeared to be linked to being immunized, and more than $9 million in damages was paid to those who contracted the paralytic disease. [7]As a result of the swine flu affair, two high-ranking federal officers were dismissed from their posts.

(1) ____ (2) ____ (3) ____ (4) ____ (5) ____ (6) ____ (7) ____

Evaluating Opinions

Although everyone has a right to his or her own opinion, not every opinion deserves the same degree of attention or respect.

Imagine, for example, that a friend saw you taking an aspirin for a headache and told you that chewing a clove of garlic was a far better remedy. When you asked why, he shrugged his shoulders and said: "I don't know. I heard it someplace." Given this lack of explana-

tion, you probably wouldn't pay much attention to your friend's claim. It doesn't appear to represent a **justified opinion,** one based on relevant facts, reasons, examples, statistics, or other appropriate evidence.

The following paragraph illustrates the kind of justification that critical readers expect authors to provide:

> Transcendental meditation is a simple technique that can improve the quality of life. To practice TM, as it is commonly called, individuals just have to close their eyes and concentrate on a *mantra*, a word or sound used to focus concentration. Although meditators can let any and all thoughts enter their minds, they must always come back to their point of concentration, the mantra. When that simple procedure is followed twice a day for twenty minutes, meditators report some very beneficial effects. For example, in one study, conducted by Kenneth Pelletier at the University of California, those trained in meditation indicated an increased ability to concentrate and remember. L. C. Doucette of McMaster University in Canada has shown that university students practicing TM experienced less anxiety than other subjects in the study. The *New York Times* reported that transcendental meditation was being used in the men's prison of São Paulo, Brazil, and prison authorities have noted a reduction in violence as well as a decreased use of drugs and alcohol among prisoners practicing meditation.

The authors of the above paragraph claim that transcendental meditation is a simple technique that can improve the quality of life. To justify their opinion, they describe the steps in transcendental meditation. They also offer reports of several studies that suggest meditation can indeed be beneficial. Their goal is to justify their opinion and encourage readers to share it.

Despite the authors' justification, you might decide you still don't want to try meditation. There's nothing wrong with that. Critical readers do not automatically accept everything they read. However, it's important that you understand how the authors arrived at their conclusion. That understanding gives you a basis for agreement or disagreement. More important, it allows you to draw your own conclusions and form your own opinion.

Circular Reasoning

To understand the difference between justified and unjustified opinions, read the next paragraph and ask yourself, "Why should I accept this opinion?" You will be hard pressed for an answer.

> We Americans like to brag about progress, but, in fact, life was better in the nineteenth century than in the twenty-first. People were happier and more at peace with themselves. There just wasn't the same kind of anxiety and tension that there is today. If we had a chance, we would probably all get into a time machine and go backward in time, rather than forward. All of our highly touted technological progress has not brought us an increased measure of contentment.

The author of the paragraph believes that life was better more than a century ago. However, she, like our friend who suggests garlic for headaches, offers no justification for that opinion. In support of her claim, she might have noted that there was hardly any divorce a century ago or that aging parents lived with their children, not in a nursing home. But, instead of offering the factual support that could justify her opinion, she repeats the same claim in different words. This tactic, called **circular reasoning,** would rightly make critical readers skeptical of the opinion being offered.

Circular reasoning also suggests that the author is overly biased toward her own position. Convinced of her own rightness, she cannot imagine disagreement. Consequently, she considers justification unnecessary.

The author of the following paragraph has the same unfortunate tendency toward *excessive bias.* Convinced of his own rightness, he does not feel compelled to justify his opinion. Instead, he simply repeats it, as if repetition by itself were adequate justification.

> The government of the United States should regulate the number of hours a worker can put in on a night shift. It is a disgrace that this has not been done already. The United States is one of only six industrialized countries that do not regulate night-shift hours. This lack of regulation is a dangerous and costly oversight.

It's easy to determine the opinion expressed in this paragraph: The United States government should regulate night-shift hours. What's not so easy to determine is why the author takes this position. Most of the paragraph simply repeats the opening opinion, thereby offering another example of circular reasoning.

But imagine now that the author had recognized his lack of justification and revised the above paragraph to make it more convincing:

> The government of the United States should regulate the number of hours a worker can put in on a night shift. According to studies completed by the National Commission on Sleep Disorders, the loss of sleep, whether voluntary or involuntary, is a dangerous and

deadly threat. The commission concluded that literally millions of accidents are caused every year by drivers and workers trying to function normally on too little sleep. Yet another study by the Congressional Office of Technology pointed to the importance that changes in the sleep cycle play in human errors within the workplace. Additional studies suggest that people are more likely to make errors of all kinds if they have not slept seven to eight hours within the last twenty-four hours. These studies strongly suggest that limits be placed on disturbances in the human sleep cycle. Although the government cannot determine how many hours employees sleep, it can and should place limits on the number of hours they spend on night shifts.[2]

In this paragraph, the author now anticipates and answers the questions he rightly assumes his readers might pose: "Why should I accept this opinion?" To justify his claim, he provides his readers with some studies on which he based his conclusion. Although critical readers might not immediately embrace the author's opinion as their own, they would certainly give it serious consideration.

To evaluate an author's opinions, ask yourself these questions:

1. Does the author make it clear that he or she is presenting an opinion rather than a fact?
2. What justification does the author provide?
3. Is the justification **relevant** or related to the opinion expressed? Or is it **irrelevant** and not related to the opinion expressed?

Reminder: Although everyone has a right to an opinion, not every opinion deserves your respect and attention.

EXERCISE 5

DIRECTIONS Each exercise opens with an opinion. Label the statements that follow *R* for relevant, *I* for irrelevant, or *C* for circular reasoning.

[2] Statistics and studies drawn from Merrill M. Miller, "Punch the Clock, Hit the Hay," *New York Times*, January 11, 1992, p. 19.

EXAMPLE Walking is an excellent form of exercise.

a. Walkers run practically no risk of damaging muscles or tendons. R

b. Walking is a great way to get daily exercise. C

c. Walking burns calories and increases the heart rate. R

d. Those new to walking need to purchase a good pair of walking shoes. I

EXPLANATION Statements **a** and **c** both help justify the opening statement of opinion—that walking is an excellent form of exercise. Sentence **b,** however, simply restates the opening opinion in different words. Sentence **d** is irrelevant. It doesn't help prove that walking is an excellent form of exercise.

1. Despite decades of intended reforms, many migrant farm workers earn barely enough to survive.

 a. Because they are defined as subcontractors, farm workers must pay 15.3 percent of their income in social security taxes.

 b. In 1960, the television program *Harvest of Shame* provoked public outrage at the plight of migrant workers, but more than forty years later a new generation of farm laborers still struggles to make a living.

 c. Federal regulations do not require that farm laborers be informed about the pesticides they use and their potential dangers.

 d. If they are temporarily laid off, farm workers cannot collect unemployment or worker's compensation.[3]

[3] Jason DeParle, "New Rows to Hoe in the 'Harvest of Shame,'" *New York Times,* July 28, 1991, p. E3.

2. President Zachary Taylor probably died as much from the help of his doctors as he did from his disease.

 a. When Taylor came down with acute stomach pains, his doctors gave him high doses of drugs such as opium and quinine.

 b. Zachary Taylor's legs were so short, he needed help mounting his horse.

 c. Zachary Taylor might well have survived had he not been subjected to the care of his doctors.

 d. After they gave him high doses of drugs, Zachary Taylor's doctors bled and blistered* him.

3. The movement to stop the use of cell phones while driving is steadily growing.

 a. Cell phone technology has improved dramatically in the last decade.

 b. At least eleven local governments have enacted laws forbidding the use of cell phones while driving.

 c. Advocates for Cell Phone Safety is a new group of people whose relatives have been victims of auto accidents involving cell phones.

 d. More and more people are insisting that driving while using a cell phone should be made illegal.

* In the nineteenth century, many physicians believed that "bleeding" or taking blood away from the body could cure disease. They also believed that applications of heat hot enough to cause blisters were beneficial.

4. The decision of some school boards to place two-hour limits on high school homework during the week and eliminate it altogether on weekends is terribly misguided.

 a. When students attend college, they will not be prepared for the heavy homework load that suddenly confronts them.

 b. It's hard to fathom* why some school boards are curtailing* homework requirements for high school students.

 c. Even in high school, there are some assignments—like writing a paper or working out several complicated math problems—that cannot always be completed in two hours.

 d. Creative writing courses in high school don't always prepare students for the kind of academic writing they must do in college.

5. English teachers should make a point of bringing rap into the classroom.

 a. Like Shakespeare, rap music deserves a place in the English curriculum.

 b. As America's current poet laureate,* Stanley Kunitz, has pointed out, rap music lets students see, firsthand, that language is a creative act and a powerful means of self-expression.[4]

 c. In September 2000, the famed Geraldine Dodge Poetry Festival featured a group of hip-hop artists, who illustrated how hip-hop music could be used to teach argumentation, improve vocabu-

* fathom: understand.
* curtailing: limiting.
* poet laureate: a poet honored by the nation for artistic excellence.

[4] For Kunitz's and Pinsky's actual words, see Nina Siegal, "Taking a Hip-Hop Route to Teaching a Love of Language," *New York Times*, September 27, 2000, p. B12.

lary, understand story structure, and just generally celebrate the power of words.

d. Robert Pinsky, America's former poet laureate, does not seem to share Stanley Kunitz's admiration for rap music.



Expanding Your Horizons

To sample some poems written by America's poet laureate, go to http://www.poets.org. Find Kunitz's name in the alphabetized list of poets. Click on the name and you'll get a brief biography, along with some poems.



Thinking About Bias

Like the rest of us, writers are influenced by the language they speak and the society in which they live. They have also been shaped or affected by their background and training. In short, it is all but impossible for a writer to be completely free of a personal bias.

Still, to assume that an author has a bias in favor of one side or another is not to claim that he or she distorts the truth. Occasionally an author may be so biased that he or she passes on false information or omits crucial facts. But that degree of bias, the kind that leads to dishonesty, is rare. Most authors try to give their readers a true and honest picture of the world *as they see it.*

Critical readers, aware that bias plays a crucial role in most writing, try to discover how an author's personal feelings might influence his or her point of view. To that end, they pay close attention to tone.

Tone and Bias

Tone in writing is like tone of voice in speaking. It refers to the attitude or feeling that comes through in an author's words. Through tone, writers often reveal how they feel about both audience and subject matter. Critical readers pay careful attention to tone because they know it can reveal an author's *degree of bias.*

For an illustration, read the following excerpt:

> Latinos in this country are constantly subjected to stupid comments that insult them as a people. In every group, for example, there is always some idiot who wants the lone Latino present to explain the actions, attitudes, or beliefs of all Latinos. The assumption here is that we are all alike. Not quite, my friends.

The author may well have a point, but the tone she assumes is so outraged it suggests she may be *overly* biased in favor of her own point of view. She cannot, it appears, consider an opposing perspective.

Contrast, now, the tone of the next excerpt. The author makes almost the same point. However, his tone is firm without being overbearing. It suggests someone who knows what he thinks but is still willing to listen to another point of view.

> A common experience among Latinos is to be asked by a non-Latino colleague or boss to explain the particular actions of other Hispanics. Latinos are a large and varied group of people, with as many different personalities as there are people. They don't all know each other and should not be expected to. (Sepulveda, "As I See It," *New Haven Register*, January 23, 1992, p. 12.)

Critical readers know that tone is a good indicator of bias. They use it to determine an author's personal leaning or prejudice. They also use it to decide how objective or open-minded the author is capable of being.

Critical readers also try to determine the effect a particular tone has on their response to a reading. They don't, for example, let an author's passionate, angry tone intimidate them into accepting a position they do not really believe in. Nor do they allow an author's friendly, good-natured tone to fool them into sharing a point of view they might normally reject.

Slanted Language

Although many elements create tone—grammatical correctness or lack of it, long or short sentences, use of pronouns, and degree of distance from the audience—perhaps the most essential element is *word choice.* For this reason, critical readers are particularly alert to the presence of **slanted language**—language highly charged with positive or negative connotations. The presence or absence of slanted language does a good deal to determine tone. Consider, for example, these two descriptions of a teacher's strike:

> Once again, the community has been confronted with the sad spectacle of teachers refusing to teach. Motivated more by greed than dedication, these men and women have abandoned their responsibility to our children.
>
> As in the past, teachers in this community have been forced to go out on strike. No matter how dedicated or idealistic they might be, teachers need a decent wage. They too have families to feed.

In the first example, the teachers have "confronted" the community with the "sad spectacle" of a strike. "Motivated by greed," they don't care about their pupils. The language here is charged with negative connotations, resulting in a passionately angry tone. It strongly suggests the author has little sympathy with the strike.

In the second example, the teachers have been "forced to go out on strike." "Dedicated" and "idealistic," they still need a "decent wage" in order to feed their families. Here the words are positively charged. They help create a sympathetic tone that suggests the author would like his readers to support the teachers and their strike.

When they recognize slanted language, critical readers respond with several questions:

1. What does the language tell me about the author's attitude toward the person or events discussed?
2. What would happen if I used words with different connotations?

For an illustration of how these questions can be applied, read the following passage:

> *Aging* bachelors over forty tend to be *isolated, solitary* people who *avoid* romantic relationships. They are *fearful* of emotional commitments.

Here the words *aging, isolated, solitary, avoid,* and *fearful* all have negative connotations. They help create a critical tone, suggesting the author has little sympathy for bachelorhood and would like her readers to feel the same way. But how might readers respond to this next passage, in which the language has positive connotations and the message about bachelorhood is quite different?

> *Confirmed* bachelors who are over forty *relish* a certain amount of *solitude.* For many, romantic relationships are a pleasant but hardly essential part of life. If romance comes knocking, fine, but seeking it out is not a high priority for men in this age group.

The language used here helps establish a tone that celebrates confirmed bachelorhood and encourages readers to do the same.

Some Words That Describe Tone

admiring	enthusiastic	outraged
angry	friendly	passionate
anxious	insulting	regretful
arrogant	ironic (saying the opposite of what is intended)	sarcastic
comical	neutral	shocked
confident	nostalgic (longing for a past time)	skeptical
determined		solemn
disgusted		spiteful
doubtful		sympathetic

Exercise 6

DIRECTIONS Read each passage, looking carefully at the italicized words. When you finish, identify the author's tone and check the box that best expresses your impression of the language used.

EXAMPLE Americans have always lusted for heroes. Lacking them, we have sometimes been driven to invent them. This was certainly the case with the man born Joel Hagglund and christened Joe Hill. A poet and songwriter, Hill first came to public attention when he wrote a series of songs that were adopted by the early American labor movement. His name, however, did not become *notorious* until he was arrested for armed robbery and murder. According to the legend, Hill never committed the murder; he was executed in an attempt to destroy the labor movement. Although it is true that Hill was tried and convicted on circumstantial evidence, it is equally true that his story contained numerous *distortions* and *loopholes*. At his best, he was a man unfairly tried and convicted; at his worst, he was a *criminal* who boldly proclaimed himself innocent. But in neither case was he a legendary hero, and the *ridiculous* tendency to call him heroic is a *misguided* attempt to create a hero where none existed.

The author's tone is

a. sympathetic.
b. critical and irritated.
c. emotionally neutral.

- ☐ The author's language suggests a favorable bias toward Joe Hill.
- ☑ The author's language suggests a negative bias toward Joe Hill.
- ☐ The author's language suggests a neutral or impartial attitude.

EXPLANATION The author's tone is critical and angry about the tendency to make Hill a hero. Words such as *notorious, distortions, loopholes, criminal, ridiculous,* and *misguided* all carry negative connotations and suggest a bias against the idea that Hill was a hero.

1. In the last year, the state legislature approved the allocation* of more than $50,000 for the improvement of city jails. This decision was *ill timed, ill conceived,* and above all *misguided.* The men and women inside those jails are *criminals, guilty of vicious crimes* such as *robbery, rape,* and *murder.* As free individuals, they were a *menace to society,* and they have been placed in prison in order to be punished. They should not be rewarded with fancy surroundings.

The author's tone is

a. supportive.
b. furious.
c. emotionally neutral.

- ☐ The author's language suggests a favorable bias toward improving city jails.
- ☐ The author's language suggests a negative bias toward improving city jails.
- ☐ The author's language suggests a neutral or impartial attitude.

2. In the United States, ridiculing the country's leaders is almost a national pastime. Late-night talk show hosts would be deprived of half their material if they couldn't make jokes at the expense of the president and congress. Yet in much of the Arab world, it is against the law to insult one's country or one's leaders. For example, in 2001, an Egyptian sociologist, Saad Eddin Ibrahim, was *put on trial* by the Egyptian government when he published reports about voting fraud and tension between Christians and Muslims. Mr. Ibrahim also *got in trouble with the authorities* when he wrote an article ridiculing the trend among Arab leaders to groom their sons to follow in their

* allocation: setting funds or resources apart for a particular purpose.

footsteps. In the article, he *cited* as an illustration Egypt's president Hosni Mubarak. Because Mr. Ibrahim has *dual citizenship*—American and Egyptian—his arrest was criticized by the U.S. state department. (Source of information: Neil MacFarquar, "Rights Groups Fear Implications in Egypt's Trial of a Sociologist," *New York Times*, February 19, 2001, p. 8.)

The author's tone is

a. extremely critical.
b. comical.
c. emotionally neutral.

☐ The author's language suggests a favorable bias toward Mr. Ibrahim.

☐ The author's language suggests a negative bias toward Mr. Ibrahim.

☐ The author's language suggests a neutral or impartial attitude.

3. Just about every aspect of America's zoos has dramatically changed—and improved—from what viewers saw a generation ago. Gone are the sour cages full of frantic cats and the concrete tubs of thawing penguins. Instead, the *terrain* is uncannily* *authentic*, and animals are *free* to behave like, well, animals, not inmates. Here is a Himalayan highland full of red pandas, there a subtropical jungle where it rains indoors, eleven times a day. The effect is of an entire globe *miraculously* concentrated, the wild kingdom contained in downtown Chicago or the North Bronx. As American zoos are *renovated* and *redesigned*—at a cost of more than a billion dollars since 1980—hosts of once jaded* visitors, some even without children, are flooding through the gates. "In the past fifteen years," says Cincinnati zoo director Edward Maruska, "we've probably changed more than we've changed in the past hundred." (Gibbs, "The New Zoo: A Modern Ark," *Time*, August 21, 1989, p. 21.)

The author's tone is

a. critical.
b. enthusiastic.
c. emotionally neutral.

* uncannily: unbelievably.
* jaded: bored.

☐ The author's language suggests a favorable bias toward America's zoos.
☐ The author's language suggests a negative bias toward America's zoos.
☐ The author's language suggests a neutral or impartial attitude.

4. According to tax data compiled by the University of Syracuse, in 1999 the IRS was more likely to audit the poor than the rich. When queried about the university's report, spokespeople for the IRS had an *ingenious** explanation. They *claimed* that more of those earning over $100,000 per year were now wage earners, whose earnings were reported by employers. In addition, the IRS *insisted* that the deductions most likely to be abused had been eliminated by Congress; therefore, the wealthy were less in need of close scrutiny. Yet even if one accepts that somewhat *dubious** argument, it still does not explain why audits of corporations have also been reduced. According to the General Accounting Office, corporate taxpayers are the ones most likely to pay less taxes than they owe. Given that fact, one *can't help but wonder* why the IRS has shifted its focus from the rich to the poor. (Source of information: David Cay Johnston, "IRS More Likely to Audit the Poor," *New York Times,* April 16, 2000, p. 1.)

The author's tone is

a. suspicious
b. mildly humorous
c. emotionally neutral

☐ The author's language suggests a favorable bias toward the IRS policy.
☐ The author's language suggests a negative bias toward the IRS policy.
☐ The author's language suggests a neutral or impartial attitude.

5. In April 2000, President Bill Clinton used his executive authority to further underscore his *already extraordinary environmental legacy.* He declared thirty groves of giant sequoia trees a national monument. Although as part of a national forest the sequoias are already protected from logging interests, Clinton's declaration added a buffer zone of safety to the area surrounding the groves. With this act, Clinton managed to outdo even that *other great environmental* president, Theodore Roosevelt. In the span of his presidency, Clinton repeatedly used, *despite criticism,* the Antiquities Act of 1906. The act allowed him to designate land as a national monument with-

* ingenious: clever.
* dubious: doubtful.

out asking for congressional approval. Thanks to the Antiquities Act and Clinton's *determined defense* of the environment, 355,000 acres in the United States are *fully protected from harm.*

The author's tone is

a. skeptical
b. admiring
c. emotionally neutral

☐ The author's language suggests a favorable bias toward President Clinton's environmental policies.
☐ The author's language suggests a negative bias toward President Clinton's environmental policies.
☐ The author's language suggests a neutral or impartial attitude.



Detecting Errors in Reasoning

Authors who can't make their opinions convincing through facts and reasons may be forced to use **diversionary tactics.** Diversionary tactics are meant to distract readers from the fact that an author's position is not justified by sound reasons or evidence. You've already worked with one diversionary tactic—circular argument—but there are others. The following pages describe several of the most common.

Attacking the Person Rather Than the Opinion

Authors who cannot come up with reasons to support their opinions sometimes resort to character attacks. Here is an example:

> Professor Damian argues that there is no fixed meaning in literature. Of course, such a position is appropriate for a man who admits he fled the country during the Vietnam War. In life as in literature, then, this act has no fixed meaning. What a very convenient theory for a man with such a disgraceful past.

In this example, the author does not address Professor Damian's conclusion; instead, she attacks his past behavior. Critical readers would not be fooled by such a tactic. They would evaluate Professor Damian's argument on its own merits.

Offering False Alternatives

Authors determined to persuade may insist that there are only two possible alternatives or answers to a problem or question when, in fact, there are several. Here's an example:

> Moviemakers intent on creating a realistic atmosphere are forced to engage in *product placement*—the use of brand names in exchange for a fee. Were an actor in a scene to open a can simply labeled tuna, the audience's attention would be distracted by the label, and the effect of the scene would be destroyed. People are used to seeing brand names such as Chicken of the Sea and Bumble Bee. Filmmakers who want realism in their films aren't doing anything wrong when they engage in product placement.

According to this author's reasoning, there are only two alternatives: moviemakers must accept fees for using brand names, or they will be forced to use general names that distract the audience. Left out of this reading are two other alternatives: (1) arrange the scene so that audiences don't see labels, or (2) invent brand names and labels that resemble the real ones. Faced with the above either-or thinking, critical readers would start looking for other alternatives.

Making Careless Comparisons

Comparisons used to illustrate a point are a useful tool for writers.* Look how Gail Sheehy uses a comparison between humans and lobsters in order to illustrate the stages we go through in life.

> We are not unlike a particularly hardy crustacean. The lobster grows by developing and shedding a series of hard, protective shells. Each time it expands from within, the confining shell must be sloughed off. It is left exposed and vulnerable until, in time, a new covering grows to replace the old shell.
>
> With each passage from one stage of human growth to the next, we, too, must shed a protective structure. We are left exposed and vulnerable. (Gail Sheehy, *Passages*, p. 24.)

Be wary, however, of authors who use comparisons not to illustrate a point but to prove it. Often the differences between the two things compared are more crucial than the similarities. Here, for

* Chapter 4 already introduced you to the word *simile*, a comparison that uses the words *like* or *as*. What Sheehy uses here is an *extended simile*—a comparison that is developed not in a single sentence but throughout the passage.

example, the author compares producers who get paid for product placement with athletes who get paid to wear their sponsor's clothing:

> Filmmakers who accept fees for using brand names in their films are just like athletes who are paid to wear name brands in public.

Although that reasoning might sound convincing at first, the differences between the two practices may, in fact, be more important than the similarities. Certainly that is what the writer of the following passage believes:

> Product placement and celebrity endorsements are not the same at all. Highly publicized celebrity contracts have made the public fully aware that athletes are paid large sums of money to sport a sponsor's clothing or footwear. In contrast, the average moviegoer is not so knowledgeable about the fees paid to filmmakers using brand names. Thus, the effects of product placement in films work on a far more subconscious level. Members of the audience have no idea they are seeing paid advertising.

As the author of this passage points out, there are some crucial differences between athletes who wear name-brand clothing and filmmakers who use brand names in their movies. Those differences considerably weaken the first author's argument for product placement.

EXERCISE 7

DIRECTION The following paragraphs all present you with arguments. Read each one. Then circle the letter of the diversionary tactic used. Circle the letter *e* if you can't find evidence of any diversionary tactics being used.

EXAMPLE If this gun-control bill passes, law-abiding citizens will suffer. Easy access to a gun gives men and women the chance to protect themselves. If that access is strewn with obstacles, people will not even try to obtain a gun. Their only choice, then, will be to become the victims of violent crime.

a. circular argument
b. attack on the person
(c.) false alternatives
d. careless comparisons
e. no error

EXPLANATION Here the author suggests two alternatives to the question of gun control. Either we abandon attempts to control the use of guns or we turn our lives over to criminals. These are certainly not the only alternatives. First, gun control does not automatically mean that "access is strewn with obstacles." In most cases, it means a seven-day waiting period while a person's references and background can be checked. Second, it's absurd to claim that anyone without a gun automatically becomes a victim. There are other choices.

1. The poet Ezra Pound has again been suggested as a candidate for a posthumous* literary award. The suggestion has caused an uproar among many members of the literary community. There are those who want Pound's name to be withdrawn because of his behavior during World War II, when he made broadcasts for Hitler's supporters. It is hard not to agree with this position. How can we praise the man's poetry when we despise his character?

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

2. Those who object to letting police into the schools should look at our city's statistics on classroom assault. They are the highest in the country. Either we put police in the schools or we expose both teachers and students to violence.

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

3. The city council has proposed an ordinance* that would make owners of pit bulls muzzle their pets while they are outdoors. This ordinance is unfair. No such ordinance exists governing other dogs in the city. If other dogs are not forced to wear muzzles, there is no reason why pit bulls should have to.

* posthumous: after death.
* ordinance: regulation, rule, or statute.

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

4. Senator Blake has been very vocal in his attacks on defense spending. However, he has remained remarkably silent about accusations that he smoked marijuana in college. Before we listen to any more high-sounding claims about waste in the military, we should demand that the senator lay these rumors to rest.

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

5. "There is no other course than the one we have chosen, except the course of humiliation and darkness after which there would be no bright sign in the sky or brilliant light on earth."[5]

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

6. This letter is in response to the Supreme Court's refusal to apply censorship laws to the Internet. Thanks to this misguided decision, we can expect our children to consume a steady diet of pornography. Without government censorship, no other outcome is possible.

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

[5] From a speech given by Iraqi leader Saddam Hussein, *USA Today*, February 22, 1991, p. 8A.

7. Advocates of what's called "alternative math" claim that children should work in groups and learn to solve problems through trial and error, with little instruction from the teacher. This is like saying people can wire their own homes without an electrician. All they have to do is keep trying until they connect the right wire to the right switch and, presto, a lightbulb goes on.

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

8. Thanks to technological advances, now more than ever before, personal privacy is hard to achieve. For example, if you use a credit card, every charge you make is on a database that police, among others, can check. If you use a cellular telephone, your calls can be intercepted and your access numbers jotted down by eavesdroppers. Every time you use an automatic bank teller, the bank records the time, date, and location of your transaction. Those bank records can be checked by anyone who has your Social Security number. If you browse the Web, you should also know that many sites record what you looked at and when you were surfing. Some Web sites have been known to share information about who's been looking at what sites.

a. circular argument
b. attack on the person
c. false alternatives
d. careless comparisons
e. no error

9. Recently, the principal of our local high school called for more attention to be paid to women's sports. He claims that there is evidence of discrimination in our local high school and that, in fact, women athletes do not get the support that men do. May I remind readers that Principal Cleary is twice married and twice divorced. Newly engaged, he's apparently going to take a third trip down the aisle. Who is this man to be taking up the rights of women?

a. circular argument
b. attack on the person
c. false alternatives

d. careless comparisons

e. no error

10. We have to expand the hunting season to allow hunters to harvest more deer. If we don't expand the season, the herds foraging* our forests will get out of control and eat everything in sight. The deer population is growing by leaps and bounds. Consequently, we have no choice but to lengthen the hunting season. That way hunters can diminish the herds before they become uncontrollable.

a. circular argument

b. attack on the person

c. false alternatives

d. careless comparisons

e. no error



Recognizing Propaganda

Authors who use propaganda techniques don't pretend to use logical arguments. Instead, they rely heavily on emotional appeals meant to hide their lack of a reasonable argument. Those who use propaganda will even disguise information if they think it interferes with their cause or position.

Although we commonly associate propaganda techniques with wartime, some politicians and advertisers use propaganda methods to manipulate the public's thinking. They want people to vote for their candidate, buy their car, or believe in their cause. Because you might be the target of propaganda efforts, it is important that you learn to identify some of the most frequently used techniques.

Bandwagon

The **bandwagon** technique is commonly used in advertising. It takes advantage of people's desire to be part of a larger group. In its crudest form, this method simply says, "Everybody's doing it; you should too!"

> In a coffee commercial, we see a family newly moved into a suburban neighborhood. The camera zooms in. We see everyone un-

* foraging: hunting for food in the woods.

packing and Mom and Dad drinking brand X coffee. Soon the neighbors arrive to welcome the new family; the neighbors bring brand O coffee as a gift and cheerfully inform the family that everybody in their neighborhood drinks brand O coffee.

The message here is very direct. If you want to be part of the neighborhood, you'd better drink brand O coffee. Everybody drinks brand O coffee; you should too. The bandwagon technique is particularly effective because it plays on people's desires to be accepted and to fit in. In effect, it tells the audience to jump on the *bandwagon* and drink brand O coffee.

Testimonial

The testimonial technique is used when a respected and well-known figure recommends a product, position, or cause to the general public. The message in the testimonial technique is simple: Buy this product or believe in this political cause because you like and respect *me*. Unfortunately, the people who make testimonials don't necessarily have any particular knowledge or experience that makes their opinion especially well informed. In the following example, the person offering his testimonial is known more for his film portrayals than he is for his political expertise.

A famous actor, well known for his portrayal of trusted father figures or religious and political leaders in films, attends a political rally. During the rally, the actor gives a brief speech. He tells the audience how much he believes in this political group and its cause. He tells the crowd what a wonderful experience he has had working with this organization and that he is planning to give it a large donation immediately after his speech. The political group running the event films the speech and then uses the film in all its advertising and fundraising work.

Notice that the political organization chose an actor who was respected largely because of his film roles. What the organization hopes is that the public will accept what the actor says without thinking about it. They hope that because of the actor's film image, the public will assume that what he says is accurate and informed.

Card Stacking

When people "stack the cards" in a discussion, they are very selective about the facts they mention. If they want you to favor a project

or a person, they tell you only positive facts about that project or person. If they want to achieve the opposite effect, they tell you only bad things, leaving out the good. With the card-stacking technique, you never get all the facts; you hear only those that support the speaker's position.

> A contractor has decided to build a housing development on the shores of a scenic lake. In response to his plan, several different environmental experts have written to him warning that three already endangered birds make their nests close to the lake and the environmentalists are worried about the effects the development will have on the birds' existence. When the developer goes before the zoning board to get a building permit, he enthusiastically tells the board that his development will increase low-cost housing along with the local tax base. He does not mention the environmentalists' concerns about the endangered birds.

In response to the zoning board's questions, the developer gave the members only the information that focused on the benefits of his project. He conveniently left out any drawbacks. In short, he stacked the deck in his favor.

Red Herring

Originally, the red-herring technique was a method of testing hunting dogs. To be sure their dogs could follow a scent without being distracted, hunters would drag a red herring—a very smelly fish—across the trail and watch to see if the smell of the fish could distract the dogs from the hunt.

Today, when speakers or writers make use of the red-herring technique, they start by discussing one subject and then suddenly veer off to another, quite different topic. Here's a good example:

> The local mayor is running for reelection. He has a very good record and his opponent is finding it hard to come up with reasons why she should be elected instead. During the campaign, she gives a speech and tells voters that the current mayor hasn't been effective in his job. She then begins to talk about the harm that pornography has caused the city. She mentions a recent exhibit at a local gallery that was filled with sexual images. She says pornography harms everyone, not just children, and she calls on voters to speak out against pornography. She ends by saying that she hopes voters will elect her mayor because she is against pornography and, besides, the current mayor has not been effective, so it's time for a change.

In this example, the opponent uses the red-herring technique to distract her audience from the fact that she can't support her claim that the mayor is ineffective. So she states that he is ineffective and then presents a red herring—pornography—so the audience loses track of the original subject: why the mayor is ineffective. At the end, she says again that the mayor is ineffective and "it's time for a change." She hopes no one will notice that she hasn't given any reasons to support her opinion.

EXERCISE 8

DIRECTIONS Read the following examples of propaganda techniques. For each one, circle the letter of the method used.

EXAMPLE An actor famous for his soap opera portrayal of a caring doctor is featured in a commercial for a new brand of antacid. The commercial shows the actor standing in front of a hospital and saying, "Every time I get an upset stomach, I take Antacid Extra. I wouldn't trust any other brand."

a. bandwagon
(b.) testimonial
c. card stacking
d. red herring

EXPLANATION Notice that the makers of this commercial chose an actor whose television role presents him as a medical authority. However, the man is an actor. He has no real claim to medical knowledge. This is a perfect example of the testimonial technique used in the service of propaganda.

1. An important politician is interviewed by the press and asked about his political record. In response, he tells the reporters that he is a strong supporter of the crime bill and that he is heavily involved in efforts to promote universal health care. What he doesn't mention are his current problems with the IRS and his growing troubles with environmental groups, who claim his policies are destroying the planet.

a. bandwagon
b. testimonial
c. card stacking
d. red herring

2. In Washington, D.C., there is a huge rally against gun-control laws. The main speaker is a famous actress well known for her portrayals of saintly women who fight back only after the world has badly mistreated them. In a voice filled with emotion, she insists the proposed gun-control laws are completely worthless and tells the audience to write members of Congress and oppose their passage. The crowd doesn't seem to notice that she offers no evidence for her claims. Thrilled by the sound of her voice, they interrupt her to applaud after every sentence.

 a. bandwagon
 b. testimonial
 c. card stacking
 d. red herring

3. A real estate agent shows a newlywed couple a lovely old house. The couple is interested in buying but voices concerns about the state of the furnace. The real estate agent responds by telling them that the furnace is a top-of-the-line model that was installed only a short while ago. What she doesn't mention is that the furnace has not been functioning properly since it was first installed and that no one quite knows what the problem is.

 a. bandwagon
 b. testimonial
 c. card stacking
 d. red herring

4. A customer interested in a particular make and model goes to a car dealership to get more information. He likes the look of this particular car, but is it a good buy? He asks the salesperson a lot of questions, including one about gas mileage. How many miles does it get to the gallon? The salesperson responds by saying that it's a shame how expensive gas is these days. Oil companies seem to think people are made of money. And today people even have to pump their own gas. Did the customer notice that this model comes with a full-surround stereo radio and cassette player? For a little extra, he can get a CD player, too.

 a. bandwagon
 b. testimonial
 c. card stacking
 d. red herring

5. A well-known athlete appears on television. He is famous for having won four gold medals in the most recent Olympic games, and his face appears everywhere, from cereal boxes to billboards. Standing before an American flag, wearing his medals, he tells his audience how important it is to reelect the current president. He strongly implies that all criticism of the president's first term in office is the result of ignorance or dishonesty. When he finishes speaking, the "Star-Spangled Banner" can be heard in the background.

 a. bandwagon
 b. testimonial
 c. card stacking
 d. red herring

End-of-Chapter Reading 11

DIRECTIONS Psychologist and professor Dennis Coon believes that most people are not skeptical enough about what he calls pseudo-psychologies. To discover what they are and find out why many of us are all too ready to believe in them, read the following selection drawn from Professor Coon's textbook *Essentials of Psychology.* When you finish, answer the questions at the end.

CRITICAL THINKING AND PSEUDO-PSYCHOLOGIES—PALMS, PLANETS, AND PERSONALITY

1 Most of us would be skeptical when buying a used car. But all too often, we may be tempted to "buy" outrageous claims about topics such as "channeling," dowsing,* the occult, the Bermuda Triangle, hypnosis, numerology, and so forth. Likewise, most of us easily accept our ignorance of sub-atomic physics. But because we all deal with human behavior every day, we tend to think that we already know what is true and what is false in psychology.

SURVEY QUESTION
What is critical thinking? How can it be used to identify false explanations of behavior?

2 For these, and many more reasons, learning to think critically is one of the lasting benefits of a college education. **Critical thinking** refers to an ability to evaluate, compare, analyze, critique, and synthesize information. Critical thinkers are willing to ask the hard questions, including those that challenge conventional wisdom.

Critical thinking An ability to evaluate, compare, analyze, critique, and synthesize information.

Pseudo-psychologies

3 A **pseudo-psychology** (SUE-doe-psychology) is any dubious and unfounded system that resembles psychology. Many pseudo-psychologies offer elaborate systems that give the appearance of science but are actually false. (*Pseudo* means "false.") Like most pseudo-sciences, pseudo-psychologies change little over time because their followers do not actively seek new data. In fact, they often go to great lengths to avoid evidence that contradicts their beliefs. Scientists, in contrast, actively look for contradictions as a way to advance knowledge.

Pseudo-psychology Any false and unscientific system of beliefs and practices that is offered as an explanation of behavior.

4 Unlike the real thing, pseudo-psychologies are not based on empirical* observation or scientific testing. **Palmistry,** for instance, claims that lines in the hand reveal personality and predict a person's future. Despite the overwhelming evidence against this, palmists can still be found separating the gullible from their money in many cities. A similar false system is **phrenology,** popularized in the nineteenth century by Franz Gall, a German anatomy

Palmistry False system that claims to reveal personality traits and to predict the future by "reading" lines on the palms of the hands.

* dowsing: the use of a divining rod to search for underground water or minerals.
* empirical: based on observation or experiment; verifiable by such means.

Phrenology False and antiquated system based on the belief that personality traits are revealed by the shape of the skull.

teacher. Gall believed that personality is revealed by the shape of the skull. However, modern research has shown that bumps on the head have nothing to do with talents or abilities. In fact, the area of the brain that controls hearing was listed on phrenology charts as the center for "combativeness" and "destructiveness"!

Graphology False system based on the belief that handwriting can reveal personality traits.

5 At first glance, a pseudo-psychology called **graphology** may seem more reasonable. Graphologists believe that they can identify personality traits and predict job performance from handwriting. Graphology is moderately popular in the United States, where at least 3000 companies use handwriting analysis to evaluate job applicants. This is troubling to psychologists because studies show that graphologists score close to zero in tests of accuracy in rating personality (Ben-Shakhar et al., 1986). In fact, studies show that graphologists do no better than untrained college students in rating personality and job performance (Neter & Ben-Shakhar, 1989; Rafaeli & Klimoski, 1983). (By the way, graphology's failure at revealing personality should be separated from its proven value for detecting forgeries.)

6 At this point, you may be asking a good question: If the pseudo-psychologies have no scientific basis, how do they survive and why are they popular? There are several reasons, all of which can be demonstrated by a critique of astrology.

Astrology False system based on the belief that human behavior is influenced by the position of stars and planets.

7 **Problems in the Stars** Astrology is probably the most popular pseudo-psychology. Astrologers assume that the position of the stars and planets at the time of a person's birth determines personality traits and affects behavior. Like other pseudo-psychologies, astrology has repeatedly been shown to have no scientific validity (Crowe, 1990). The objections to astrology are numerous and devastating, as shown by the following:

8 **1.** The zodiac has shifted by one full constellation since astrology was first set up. However, most astrologers simply ignore this shift. (In other words, if astrology calls you a Scorpio you are really a Libra, and so forth.)

2. There is no connection between the "compatibility" of the astrological signs of couples and their marriage and divorce rates.

3. Studies have found no connection between astrological signs and leadership, physical characteristics, career choice, or personality traits.

4. The force of gravity exerted by the physician's body at the moment of birth is greater than that exerted by the stars. Also, astrologers have failed to explain why the moment of birth should be more important than the moment of conception.

5. A study of over 3000 predictions by famous astrologers found that only a small percentage were fulfilled. These "successful" predictions tended to be vague ("There will be a tragedy somewhere in the eastern United States in the spring") or easily guessed from current events. (Sources: "Astrology and Astronomy," 1983; Culver & Ianna, 1979; Pasachoff, 1981; Randi, 1980.)

9 In short, astrology doesn't work.

Uncritical acceptance The tendency to believe generally positive or flattering descriptions of oneself.

10 **Uncritical Acceptance** If you have ever had your astrological chart done, you may have been impressed with its seeming accuracy. Careful reading shows many such charts to be made up of mostly flattering traits. Naturally, when your personality is described in *desirable* terms, it is hard to deny that the description has the "ring of truth." How much acceptance would astrology receive if the characteristics of a birth sign read like this.

> Virgo: You are the logical type and hate disorder. Your nitpicking is unbearable to your friends. You are cold, unemotional, and usually fall asleep while making love. Virgos make good doorstops.

11 **Positive Instances** Even when an astrological description of personality contains a mixture of good and bad traits it may seem accurate. To find out why, read the following personality description.

> **Your Personality Profile**
>
> You have a strong need for other people to like you and for them to admire you. You have a tendency to be critical of yourself. You have a great deal of unused energy which you have not turned to your advantage. While you have some personality weaknesses, you are generally able to compensate for them. Your sexual adjustment has presented some problems for you. Disciplined and controlled on the outside, you tend to be worrisome and insecure inside. At times you have serious doubts as to whether you have made the right decision or done the right thing. You prefer a certain amount of change and variety and become dissatisfied when hemmed in by restrictions and limitations. You pride yourself on being an independent thinker and do not accept other opinions without satisfactory proof. You have found it unwise to be too frank in revealing yourself to others. At times you are extroverted, affable, and sociable, while at other times you are introverted, wary, and reserved. Some of your aspirations tend to be pretty unrealistic.[6]

[6] Adapted and reproduced with permission of authors and publisher from: Ulrich, R. E., Stachnik, T. J., & Stainton, N. R. "Student acceptance of generalized personality interpretations." *Psychological Reports*, 1963, 13, 831–834. © Southern Universities Press 1963.

12 Does this describe your personality? A psychologist read this summary individually to college students who had taken a personality test. Only five students out of seventy-nine felt that the description failed to adequately capture their personalities. Another study found that people rated this "personality profile" as more accurate than their actual horoscopes (French et al., 1991).

13 Reread the description and you will see that it contains both sides of several personality dimensions ("At times you are extroverted . . . while at other times you are introverted . . ."). Its apparent accuracy is an illusion based on the **fallacy* of positive instances,** in which a person remembers or notices things that confirm his or her expectations and forgets the rest. The pseudopsychologies thrive on this effect. For example, you can always find "Leo characteristics" in a Leo. If you looked, however, you could also find "Gemini characteristics," "Scorpio characteristics," or whatever.

Fallacy of positive instances The tendency to remember or notice information which fits one's expectations, while forgetting discrepancies.

Barnum effect The tendency to consider a personal description accurate if it is stated in very general terms.

14 **The Barnum Effect** P.T. Barnum, the famed circus showman, had a formula for success: "Always have a little something for everybody." Like the all-purpose personality description, palm readings, fortunes, horoscopes, and other products of pseudopsychology are stated in such *general* terms that they can hardly miss. There is always "a little something for everybody." If you doubt this, read *all* twelve of the daily horoscopes found in newspapers for several days. You will find that predictions for other signs fit events as well as those for your own sign do.

15 Astrology's popularity shows the difficulty many people have separating valid psychology from systems that seem valid but are not. The goal of this discussion, then, has been to make you a more critical observer of human behavior and to clarify what is, and what is not, psychology. In the meantime, here is what the "stars" say about your future:

> Emphasis now on education and personal improvement. A learning experience of lasting value awaits you. Take care of scholastic responsibilities before engaging in recreation. The word *psychology* figures prominently in your future.

Dennis Coon, from *Essentials of Psychology: Exploration and Application*, 6th ed. © 1994. Reprinted with permission of Wadsworth, an imprint of the Wadsworth Group, a division of Thomson Learning. Fax 800-730-2215.

* fallacy: error.

1. What's the main idea of the entire reading?

2. What word part gives away the meaning of the word pseudo-psychology? _____

3. What distinguishes authentic psychology from a pseudo-psychology?

4. According to the author, why do we tend to give astrological readings our uncritical acceptance?

5. In your own words, what's the fallacy of positive instances?

Word Notes: Calling All Cognates

In Chapter 1, you were encouraged to learn new words by grouping them together with their *cognates*. Cognates are words that share the same root and are therefore related in meaning. Remember the different words that all stem from the root *bellum* (p. 20)? You can also apply that advice to the word *verify*, introduced on page 519 of this chapter. At the heart of the word *verify* is the root *ver*, meaning "true." That root forms the basis for at least three other words you should add to your vocabulary file at the same time that you include *verify*.

For example, there's the word *verity*, which refers to a principle or belief that is consistently accurate, or true, over time, as in "Good friends don't make good business partners is one of those timeless *verities* we would all like to ignore." Then there's the word *verisimilitude*, which indicates that something is very realistic or true to life; for example, "As a painter, he strove for

a high degree of *verisimilitude*, but somehow his horses always resembled dogs." There's also the word *veritable*, meaning "real" or "genuine": "She behaves like a *veritable* guest in her own home."

Now fill in the blanks in the following sentences with one of the four words mentioned above: *verify*, *verity*, *verisimilitude*, or *veritable*.

1. _____ was not a characteristic of Pablo Picasso's art; a woman's head, for example, might be composed of squares and triangles, and she might have one eye in the middle of her head.
2. A _____ master chef, she could do a great deal more than cook; in fact, her latest book had been on the bestseller list for more than six months.
3. They can't _____ my address, and until they do, I can't leave the airport.
4. Your believing it does not make it a _____.

Test 1: Reviewing the Key Points

DIRECTIONS Answer the following questions by filling in the blanks.

1. Unlike opinions, facts can be _____.
2. Statements of opinion are heavily influenced by a person's _____, _____, and _____.
3. Try as they might to avoid it, authors often reveal a _____ in their writing.
4. To deserve respect, opinions need to be _____.
5. In the context of writing, the word "tone" refers to _____ _____.

6. Slanted language is _____

_____.

7. In the context of writing, diversionary tactics are meant to _____ readers from the author's lack of reasons or evidence.

8. In addition to circular arguments, the author introduces three other diversionary tactics. They are _____

_____ and _____.

9. Writers who use propaganda techniques rely heavily on _____

_____.

10. Two commonly used propaganda techniques are _____

_____ and _____.

To correct your test, turn to page 644 in the back of the book. If you get an answer wrong, be sure to review the pages indicated in the key, next to the correct answer.



Test 2: Fact and Opinion

DIRECTIONS Label each sentence *F* for fact, *O* for opinion, or *B* for both.

1. Alan Mathison Turing (1912–1954) was an English mathematician whose brilliant career was destroyed when it was discovered that he was a homosexual.

2. A carcinogen is any agent that increases the chances of a cell becoming cancerous.

3. During World War I, Chile remained neutral.

4. Home shopping networks encourage viewers to engage in mindless consumerism.

5. Although most people don't realize it, eyewitnesses to crimes are extremely unreliable.

6. The music of rapper Eminem is offensive and disgusting.

7. A new species of land mammal has been discovered in the forests of Vietnam.

8. The great jazz and pop singer Frank Sinatra died in 1998 at the age of eighty-one.

9. When he pardoned the fugitive financier Marc Rich, William Jefferson Clinton disgraced his presidency.

10. The Japanese mushrooms called *maitake* sometimes grow as big as footballs.



Test 3: Justified Opinions and Circular Reasoning

DIRECTIONS Label each paragraph *J* for justified opinion or *C* for circular reasoning.

1. Being an only child is not a good experience. Only children are not as happy as other children. Parents thinking about having just one child should keep the child's happiness in mind and give him or her a sibling. One child simply does not make a family: Children need brothers and sisters. Otherwise, they are lonely. Without siblings, children can't have a normal childhood.

2. Thankfully, science teachers all over the country are using a new method to teach science to elementary school children. Called inquiry-based learning, this innovative method encourages students to think rather than memorize. After learning some basic scientific concepts, like the properties of magnets, students perform experiments with magnets and are asked to explain *why* the magnets behave as they do. In other words, they are encouraged to understand and describe the causes of the events. This is very different from the old "cookbook labs" in which students were taken through a series of steps and shown, for example, how light bulbs work without ever being asked to explain what principles of electricity were being illustrated.

3. Drug makers are well aware of the power of public relations, and they spend millions of dollars wining and dining the physicians who can make or break their products. Drug makers routinely take physicians to dinner, send them on vacations, or get them tickets to the Super Bowl. Although the physicians who accept these gifts claim that they are not influenced by them, this claim seems hard to believe. In fact, according to Dr. John C. Nelson, an obstetrician who is also a spokesman for the American Medical Association, studies have shown that a doctor is more likely to prescribe a particular drug if its makers have recently taken the doctor to lunch or dinner. Alarmed by the romance between many doctors and the drug makers, Dr. Robert Goodman, an internist, has set up a Web site called www.nofreelunch.com. Intended for health care providers, the site makes disturbing reading for patients. For example, in a study run

by Harvard Medical School, eighty-five doctors were asked questions about two popularly prescribed drugs. The doctors said that their answers were based on academic research. But the study found that 70 percent of the physicians were repeating information found only in the ads created by the drug makers. (Source of information: David D. Kirkpatrick, "Inside the Happiness Business," *New York* magazine, May 15, 2000, pp. 36–43.)

4. In the last few years, there has been much ado about the sexual harassment that supposedly goes on in grammar schools among children as young as seven and eight. Yet sexual harassment is a term that applies to adults. Children do not sexually harass one another. The term shouldn't be applied to children in the same way that it is to adults. Those who try to apply it to children are just overanxious, hysterical zealots* desperately in search of sexism around every corner. They should not be encouraged. Above all, they should not be taken seriously. If given their way, they will clog the courts with useless and ridiculous lawsuits.

5. For the mentally disabled around the world, the organization known as Mental Disability Rights International (MDRI) is a godsend. Founded in 1993 and based in Washington, D.C., this small organization insists that a nation's humanity can be measured by how it treats the mentally disabled. To illustrate just how often the mentally ill are ignored or mistreated, MDRI sends investigators all over the world in an attempt to uncover and, if possible, stop abuse and neglect. In addition to facilities in the United States, members of the group have traveled to Uruguay, Argentina, Romania, Russia, Mexico, and Armenia, always with the intent of documenting and publicizing the mistreatment of those suffering from mental illness. Eric Rosenthal, the lead investigator and founder of the group, says plainly that the organization's goal is to shame every nation into caring for those who cannot care for themselves. (Source of information: Michael Winerip, "The Global Willowbrook," *New York Times Magazine,* January 16, 1999, pp. 58–66.)

* zealots: people who are overly committed to a cause and unwilling to tolerate opposing points of view.

6. Victims' rights groups have fought long and hard to allow victims of violent crime, or their survivors, to describe their suffering and anguish in court. During the last decade, at least thirty states have enacted laws that allow victims what is called the right of *allocution.* These laws give victims the right to describe in court the grief and suffering a crime has caused. However, the laws don't seem to be making much of a difference. According to two different studies—one in California, the other nationwide—the right of allocution is rarely used. The California Council on Criminal Justice found that fewer than 3 percent of all victims actually participated in sentencing, and the American Bar Association reported only a 10 percent figure.

7. Anyone who claims to be in favor of improving our educational system must also support the use of standardized* national tests that would measure student achievement on a grade-by-grade basis. Claims that such tests do not adequately measure what a student has learned are simply wrong. It is only through the implementation of standardized tests that we can tell if a student has mastered the content and skills appropriate to a particular grade. The teachers who criticize these tests, claiming that the exams don't adequately measure a student's accomplishments, don't have any evidence for their claims. Anyone capable of adding two and two together should know that standardized national testing is needed to save our educational system.

8. Although antidepressants are a popular form of treatment for depression, they may actually do more harm than good. While it is easy enough to give patients pills and send them on their way, physicians should think twice before prescribing antidepressants. Taking a pill is not the answer to depression. It's just the easiest solution for both doctors and patients. But, as with most problems, the easy solution is not necessarily the best solution.

9. Dorothea Dix was an energetic New England schoolteacher who enormously improved the treatment of mental illness. Through her work as a teacher in a women's prison, she became acquainted with

* standardized: made the same for all groups.

the horrible conditions prevalent in jails and asylums. Not only did she submit her findings to Congress in a report, she also carried out a ten-year campaign to improve the treatment of the mentally ill. Through her efforts, millions of dollars were raised and spent on improving hospital conditions. She herself established thirty-two hospitals devoted to the enlightened treatment of mental illness.

10. When on-site day care is available to employees, they are not the only ones who benefit. Employers benefit as well. Employees benefit because they no longer have to worry about making child care arrangements that fall through at the last minute and prevent their getting to work on time. Also, company-run day care centers usually charge more affordable rates. In some companies, on-site day care is free, a fringe benefit meant to lure good employees to the workplace. Employers benefit from on-site day care because it usually reduces employee absenteeism. In addition, workers who don't have to cope with the stress of making day care arrangements are usually happier. They tend to stay with an employer rather than moving from job to job. Employees who stay with one company are a plus for employers. With a stable work force, employers don't have to deal with the lost time and high cost of employee turnover.

Test 4: Recognizing Tone

DIRECTIONS Identify the tone used in each passage. Indicate your answer by circling the appropriate letter.

1. *I Married an Angel* advertises itself as a lighthearted comedy. Some reviews of the film even claim it resembles the old Doris Day–Rock Hudson films of the early 1960s. That's a lot like comparing tuna fish to caviar. Viewers should be warned in advance: This film bears no resemblance to those delightful comedies from an earlier era. The older comedies were funny; even today audiences might chuckle while watching them. The chances of anyone laughing during *I Married an Angel* are slim. The movie is a tedious bore that will leave viewers yawning instead of laughing.

The tone is

a. humorous.
b. irritated.
c. emotionally neutral.
d. solemn.

2. For years, critics have argued about the ancient Greek play *Oedipus Rex.* Some have argued that Oedipus knows nothing of his guilt until the end of the play, when it is revealed that he murdered his own father. Others have insisted that Oedipus is aware all along of his guilt. According to this point of view, Oedipus, the brilliant solver of riddles, could not possibly have ignored the mounting evidence that he was the murderer of the king. Just how or why this debate has raged for so many years remains a mystery. The correct interpretation is so obvious. Oedipus knows from the beginning that he is guilty. He just pretends to be ignorant of the truth. For example, when a servant tells the story of the king's murder, he uses the word *bandits.* But when Oedipus repeats this story, he uses the singular form *bandit.* Sophocles provides clues like this one all the way through the play. Thus, it's hard to understand why anyone would think that Oedipus does not know the truth about his crime.

The tone is

a. lighthearted.
b. extremely confident.
c. emotionally neutral.
d. outraged.

3. Chimpanzees, who share nearly 99 percent of our DNA, are almost human, but you would never know it from the way we treat them. As photographer Michael Nichols has shown in his harrowing book *Brutal Kinship,* we use and abuse them at will for medical research, for entertainment, or simply out of personal greed. Resolutely* blind to their suffering, we refuse to grasp how like us they are. Chimpanzees nurture their young and mourn their dead. They have distinct personalities and can express a variety of emotions from love to rage. Yet for all their similarities, we appear to think little of their pain and suffering if our interests are served. Leafing through the pages of Nichols's book, which is filled with images of chimps in cages or lying vacant eyed with tubes dangling from their arms, it's practically impossible to understand how we can torture and maim creatures who look and behave so much like ourselves.

The tone is

a. horrified.
b. confident.
c. ironic.
d. emotionally neutral.

4. I'm on the couch because the dog on the blanket gets worried at night. During the day she sleeps the catnappy sleep of the elderly, but when it gets dark her eyes open and she is agitated.* I'm next to her. We are in this together, the dying game, and I read for hours in the evening with one foot on her back, getting up only to open a new can of beer or take blankets to the basement. At some point I stretch out on the vinyl couch and close my eyes, one hand hanging down, touching her side. By morning the dog arm has become a nerveless club that doesn't come around until noon. My friends think I am nuts. (Jo Ann Beard, "The Fourth State of Matter." *The Best American Essays 1997,* ed. Ian Frazier and Robert Atwan. Boston: Houghton Mifflin, 1997, p. 12.)

The tone is

a. angry.
b. sad.
c. irritated.
d. emotionally neutral.

* resolutely: determinedly.
* agitated: nervous.

5. Many people live in such a horror of failure that they can never embark on any great enterprise. And this inability to get going in the first place is the worst kind of failure because there is truly no way out. You can cover up. You can hide behind a mask of exquisite sensibility. You can congratulate yourself on the fact that your standards are so high that no human effort could possibly match up to them. You can make yourself unpleasant to your contemporaries by becoming expert on their shortcomings. In the end, nothing is achieved by this timidity. (James Fenton, "A Lesson from Michelangelo." *The Best American Essays 1996*, ed. Geoffrey C. Ward and Robert Atwan. Boston: Houghton Mifflin, 1996, p. 155.)

The tone is

a. confident and sure.
b. questioning and unsure.
c. emotionally neutral.
d. ironic.

6. In June 2000, the Supreme Court upheld a ban upholding the Boy Scouts' right to exclude gay troop leaders. After the Court's decision, several corporations, companies, and organizations that had once sponsored Scout activities stopped all funding to the organization. Also in reaction to the ban, several school districts around the nation refused to sponsor any Boy Scout meetings or activities. To make sure the Boy Scouts got the message, one school board member spelled out the board's implicit message: Despite the Supreme Court's approval, the Scouts' policy was discrimination and therefore would not be tolerated. There was no comment from the Boy Scout leadership. More important, the Boy Scouts have shown no sign of rethinking their decision to ban the presence of gays in the Scouts.

The tone is

a. ironic.
b. disgusted.
c. emotionally neutral.
d. casual.

7. On September 26, 2000, the Motion Picture Association of America pledged not to use children under the age of seventeen in test

screenings of movie violence. Jack Valenti, the association's chairman, said that a report by the Federal Trade Commission had prompted studios to look more closely at their marketing methods. What Mr. Valenti chose not to mention was that up to that point, the studios had been using children as young as nine to test kids' reactions to films that included scenes of brutality and violence. In other words, if a film sequence featuring someone being murdered with an ice pick won the approval of a group of ten-year-olds, then that sequence would be heavily publicized during the film's marketing. More than likely, it would become a selling point and be featured in ads for the film. In light of what the studios were actually doing, Mr. Valenti's comment that they had "perhaps . . . stepped over the line" is an extraordinary piece of understatement. These people were using impressionable children to evaluate and rate movie violence. And what was the purpose of the children's ratings? The purpose was to encourage other equally impressionable kids to attend movies that would bring them face to face with murder and mayhem.* We must also ask about the parents of the children evaluating the violence in R-rated movies? Didn't the parents care that their kids were being used as guinea pigs for a marketing scheme designed to find just the right degree of violence to attract hordes of youthful movie-goers? Yes, indeed, the studios did step over the line; there is no "perhaps" about it.

The tone is

a. ironic.
b. outraged.
c. emotionally neutral.
d. lighthearted.

8. In the night, when the owl is less than exquisitely swift and perfect, the scream of the rabbit is terrible. But the scream of the owl, which is not of pain and hopelessness, and the fear of being plucked out of the world, but of the sheer rollicking* glory of the death-bringer, is more terrible still. When I hear it resounding through the woods, and then the five black pellets of its song dropping like stones into the air, I know I am standing at the end of the mystery, in which terror is naturally part of life, part of even the most becalmed, intelligent, sunny life—as, for example, my own. The world where the owl

* mayhem: violence, disorder.
* rollicking: carefree and high-spirited.

is endlessly hungry and endlessly on the hunt is the world in which I live too. There is only one world. (Mary Oliver, "Owls," *Best American Essays 1996*, p. 281.)

The tone is

a. solemn and awed.
b. lighthearted and comic.
c. emotionally neutral.
d. ironic.

9. I'm afraid I have noticed an alarming development at our house. The dog is trying to talk. He is not at all interested in remaining The Creature in the Household Who Barks, which, I have explained to him again and again, is the only role for which he is suited. Oh, I've done all the right things to raise his self-esteem about this: I've assured him that forever and ever he will be the only one in the house who is permitted to bark, and that, in fact, is why we hired him as the family dog in the first place, so he would bark and maybe protect us. I even told him that we *respect* him for his bark. You know what he says to this? "*Oowwww. . . .*" (Sandi Kahn Shelton, *You Might As Well Laugh*, p. 74.)

The tone is

a. surprised.
b. emotionally neutral.
c. amused.
d. angry.

10. For cockroaches, the byword has been: Keep it simple. Consequently today, as always, they can live almost anywere and eat almost anything. Unlike most insects, they have mouthparts that enable them to take hard food, soft foods, and liquids. They will feed on virtually any organic substance. One study, written a century ago, and still considered authoritative, lists their food preferences as "Bark, leaves, the pith of living cycads [fern palms], paper, woolen clothes, sugar, cheese, bread, blacking, oil, lemons, ink, flesh, fish, leather, the dead bodies of other Cockroaches, their own cast skins and empty egg-capsules," adding that "Cucumber, too, they will eat, though it disagrees with them horribly." So much for cucumber. (David Quammen, *Natural Acts*, p. 55.)

The tone is

a. horrified and disgusted.
b. emotionally neutral.
c. angry and outraged.
d. casual and comical.



Test 5: Diversionary Tactics

DIRECTIONS Identify the diversionary tactic used in each paragraph by circling the correct letter.

1. In far too many American cities, homelessness has become a major problem. In some cities, whole families live on the streets. In a country this rich, homelessness is a national disgrace. In response to this social problem, Americans must dig more deeply into their pockets to support the work of local charities, or the number of homeless people will continue to grow.

a. attack on the person
b. false alternatives
c. careless comparisons

2. In a recent column, attorney John Niemand argued that it should be mandatory for lawyers to volunteer a certain portion of their time to working for the poor. Mr. Niemand claims that with 750,000 lawyers in the United States donating a few hours a week, those who cannot afford a lawyer would be guaranteed justice. He claims, too, that half the homeless in America would have remained in housing if they had had the benefit of legal services. What is interesting about this argument is that Mr. Niemand winters in Florida and spends his summers in Maine. In both places, he has a luxurious home. How easy it must be to make these kinds of proposals when one is as rich as Mr. Niemand.

a. attack on the person
b. false alternatives
c. careless comparisons

3. Stephen King is an underrated artist who is every bit as gifted as Shakespeare. Evidence of this can be found by examining the similarities in the work of both authors. Shakespeare often wrote about love and relationships. An excellent example of this is his play *Romeo and Juliet*. Stephen King also writes about relationships. *The Stand* and *IT* both focus on the importance of love and the power of friendship. Both authors examine issues of morality and are interested in the power of evil. If Shakespeare were alive today, I think he and Stephen King might even work on writing a book or screenplay together. That's just how talented Stephen King is.

a. false alternatives
b. careless comparisons
c. attack on the person

4. Ernest Hemingway wrote about experiences that appeal only to men: hunting, fishing, and safaris. His range as a writer was very narrow. But that should come as no surprise to people who have read about Hemingway's personal life. Hemingway was a womanizer and a heavy drinker. He was the worst kind of "man's man." It's no wonder that his writing is so limited and shallow: Hemingway was a limited and shallow man.

a. false alternatives
b. careless comparisons
c. attack on the person

5. A recent letter to the editor argued that funds for America's space program could be put to better use elsewhere. This is like saying that the government should have refused all financial aid to America's early pioneers. Space is the new frontier, and our government must support the exploration of space, just as it once supported westward expansion and the opening of the frontier.

a. false alternatives
b. careless comparisons
c. attack on the person

6. The government has recently learned of serious human rights abuses on the island of Xanadu. Given the existing situation, we have no choice but to invade the island. If we don't invade, we suggest to the world that the suffering of citizens outside our own borders has no meaning.

a. false alternatives
b. careless comparisons
c. attack on the person

7. These days, female reporters rush into locker rooms and compete for interviews with sports stars, just as male journalists have always done after games. That's fine when the women are shoving their microphones or notebooks into the faces of female athletes like basket-

ball star Rebecca Lobo, but why do they insist on talking to male players, too? Players are usually naked, or nearly so, when the reporters charge up to them. No man wants a pushy woman asking him questions when he's wearing, at most, a towel. If you ask me, allowing female reporters in the men's locker room is like letting foreign spies into the White House. Spies, like those bold women reporters, will stop at nothing to get the information they seek. And both groups have no business being in the places they love to invade. Think about how you'd feel if a Libyan agent got into the Oval Office and saw the president's secret files. That's a sacred spot in our country—and the men's locker room should be, too.

a. false alternatives
b. attack on the person
c. careless comparisons

8. George Balanchine, the Russian-born choreographer and dance teacher, founded the School of American Ballet in 1934. Balanchine, best known as the prime mover at the New York City Ballet from 1948 to 1983, has been called one of the finest creators of ballets the world has ever known. But if we examine Balanchine's career without the blinders of hero worship, it's obvious that he possessed neither enormous talent nor great artistic vision. Without a doubt, Balanchine was a cruel tyrant who worked his dancers to exhaustion and gave them very few words of praise. His criticism in rehearsals was often so sharp, it would reduce young dancers to tears. Out of the studio, Balanchine ignored dancers he had trained for years, pretending not to know them when he bumped into members of his troupe in restaurants or department stores. Even Balanchine's fellow choreographers had to endure rude treatment; he was so self-centered, he could scarcely remember their names. All in all, George Balanchine was not a very nice person.

a. careless comparisons
b. attack on the person
c. false alternatives

9. All kids ever do anymore is use computers and surf that awful Internet. Go into any house in the United States and you'll probably find the children staring at a glowing screen that's going to give them brain damage before they're twenty. They're not outside playing in the fresh air or reading good books. Instead, kids are discovering all kinds of trash—pornographic pictures, satanic music, cult recruit-

ers—on their computers. There's no one to stop wackos from putting anything they want on a Web site, and nothing to prevent children from seeing it. Unless we pass a law that makes using a computer illegal for anyone under the age of sixteen, America's next generation will turn into a bunch of mindless, unhealthy sinners. Congress has to realize it's the only way to protect our kids from bad influences on the Internet and to stop computer x-rays from turning children's brains and bodies to mush.

a. attack on the person
b. false alternatives
c. careless comparisons

10. Dory Wade, who's running for president of Jefferson High's senior class, has tried to convince you she'll do great things for the students here, such as making sure the principal treats us fairly. But if you vote for Dory, you're going to regret it. Have you seen the way she dresses? Is that how you want your class to be represented, by someone who hasn't bought new clothes since freshman year? And those dorky glasses. Can anyone look Dory in the eye and take her seriously? No. If you want your senior year to be the best ever, you'll support Dory's opponent, Charlotte Lucas.

a. attack on the person
b. careless comparisons
c. false alternatives

Test 6: Propaganda Techniques

DIRECTIONS Identify the propaganda technique described in each paragraph by circling the letter of the correct answer.

1. When shoppers entered a well-known computer store, they were greeted by a stack of pamphlets describing the advantages of subscribing to CyberConnect. This company would, for a monthly fee, provide computer users with a link to the Internet and many other services. The colorful pamphlets described CyberConnect's wide variety of services, its low fee, its years of experience, and its friendly staff. However, the pamphlets neglected to explain that CyberConnect had gained so many customers recently that the company could not possibly keep up with the demand. CyberConnect had neither the equipment nor the employees to link all of its subscribers to the Internet—or do anything else it promised. Therefore, when they tried to hook up to CyberConnect via their telephone lines, most clients got a busy signal.

a. bandwagon
b. testimonial
c. card stacking
d. red herring

2. As newcomers cross the city limits of Carrville, a rapidly growing metropolis in North Carolina, they cannot fail to see a huge billboard that dominates the landscape. Targeted at people who are searching for homes and apartments in an unfamiliar city, the billboard depicts a luxury housing development and several smiling clusters of adults and children. It reads: "All the happy families in Carrville live at Pinewood Manor."

a. bandwagon
b. testimonial
c. card stacking
d. red herring

3. A small and little-known religious group, Astronomics decided it would try to recruit new followers with a short video explaining its rules and beliefs. To describe their faith, members hired a popular film actor, famous for his role as the dashing captain of a spaceship that zooms off to far-off worlds and spreads universal harmony. The

night the video was screened, viewers watched the actor take them through a tour of the Astronomics headquarters, which resembled a high-tech planetarium. Throughout the tour, he flashed his famous toothy smile and repeatedly told the audience how Astronomics had improved and enriched his life. At the very end of the short film, he looked directly at the audience and said, "Astronomics. It'll help you find peace in this life—and adventure in the next one." The following day, phones at the Astronomics office rang off the hook with people wanting to know how they could become one of the faithful and attend services. The video had apparently done its work.

a. bandwagon
b. testimonial
c. card stacking
d. red herring

4. Last year, on the Fourth of July, my brother, Sam, injured his friend, Tom, while playing with firecrackers. Tom was just watching Sam and he had nothing to do with the firecrackers; in fact, Tom warned Sam that what he was doing was dangerous. Now Tom is suing Sam for his medical bills and loss of work time, claiming that Sam's carelessness did some real harm. This is terribly unfair of Tom. When Tom broke up with his girlfriend, Sam was there for him. When Tom was failing history, Sam tutored him. And every time Tom's car was in the repair shop, Sam drove him to work and picked him up.

a. bandwagon
b. testimonial
c. card stacking
d. red herring

5. Want to get online and surf the Web? Then you need Web Watch, America's most popular Internet service provider. There's a reason why most Internet users are linked up to us. The reason is that we are simply the best. Don't be left out. Get online now and surf the Web with Web Watch. You won't be sorry.

a. bandwagon
b. testimonial
c. card stacking
d. red herring

6. In a commercial for a new breakfast cereal called Raisin Puffs, we see a stadium filled with enthusiastic children. Then the camera focuses on an interviewer who talks with a small group of children, all of whom claim to love the new cereal. As the commercial ends, the announcer asks, "How many of you are going to switch to Raisin Puffs?" In response, the whole stadium begins to cheer.

 a. bandwagon
 b. testimonial
 c. card stacking
 d. red herring

7. During a rally designed to protest the use of animals in scientific research, a well-known actress climbs onstage. She is famous for her portrayals of characters who appear hard as nails but are actually sensitive and caring, and the audience greets her with applause. In her speech, she argues that animals are no longer necessary for scientific research because computers can take their place. At the end of her speech, the applause is even louder than it was when she was introduced.

 a. bandwagon
 b. testimonial
 c. card stacking
 d. red herring

8. Our union simply asks that management restore our medical benefits. There are several reasons why this is a fair request. Just consider the terrible suffering of early union members, whose requests for an eight-hour day were flatly denied by employers. Employers even used armed thugs to break up rallies and protests.

 a. bandwagon
 b. testimonial
 c. card stacking
 d. red herring

9. When representatives of Datron drugs appeared before the panel for the Food and Drug Administration, they described the benefits of their new arthritis drug. They explained that the drug could reduce the inflammation caused by arthritis and considerably diminish the

pain caused by the disease. They failed, however, to mention the unpleasant side effects, such as weight gain, hair loss, and muscle fatigue.

a. bandwagon
b. testimonial
c. card stacking
d. red herring

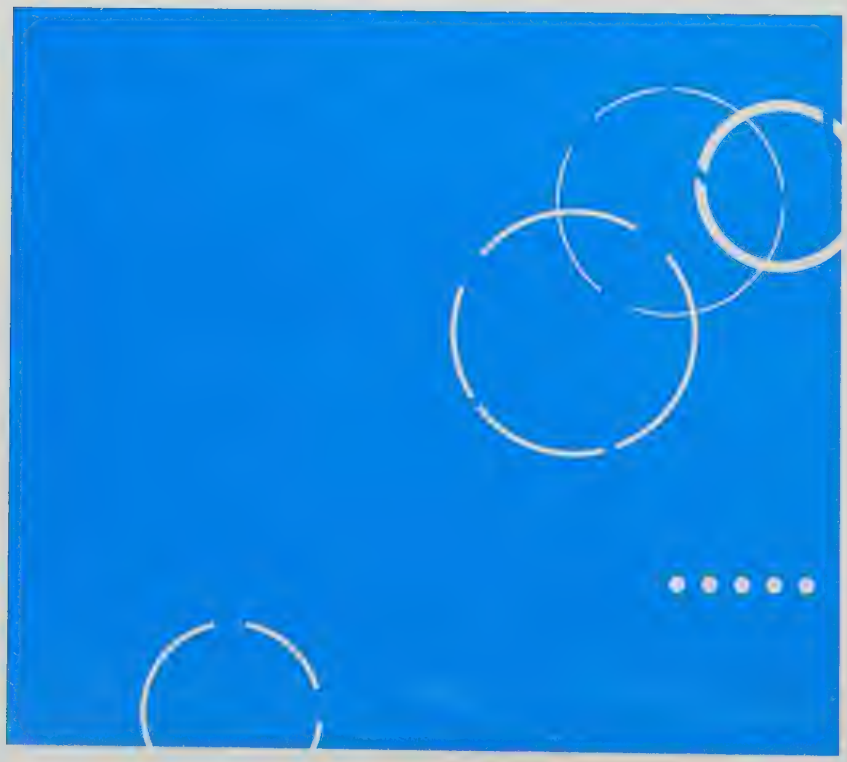
10. My opponents have asked about my proposed plan for tax cuts. They have claimed that the majority of those cuts will benefit the rich. This is pure prevarication* on their part. Consider, if you will, the staunch union support I have received from the very beginning of my campaign. This in itself should prove that I am a true friend to working people.

a. bandwagon
b. testimonial
c. card stacking
d. red herring

* prevarication: lying, dishonesty.

Additional Readings

The readings that follow give you a chance to practice everything you learned about comprehension and critical thinking.



■ READING 1

SELF-TALK, Roy M. Berko, Andrew D. Wolvin, and Darlyn R. Wolvin

LOOKING AHEAD As you read the following article, think about what kind of messages you give yourself. Are they positive or negative?

WORD WATCH Two of the more difficult words in the reading are defined below. Look them over before you begin reading.

> **subconscious:** just beneath the surface of consciousness
>
> **infiltrated:** entered, became

FOCUS QUESTION How might people benefit from talking to themselves?

1 THERE IS AN OLD SAYING THAT IT IS OKAY TO TALK TO YOURself but that when you start answering back, it is time to worry. That claim is basically incorrect. Research shows that there are crucial links between what we say to ourselves and what we accomplish. In addition, our **self-talk,** the inner conversations we have with ourselves, has a powerful impact on our emotional well-being.

2 Regardless of whether we know it, we all engage in a nearly constant subconscious* monologue with ourselves. Sometimes we vocalize the monologue aloud, but often it is silent thinking or an internal whisper we are scarcely aware of. Even though such self-talk may be quiet, its impact can be enormous. Our behavior, feelings, sense of self-esteem, and even level of stress are influenced by our inner speech. Everything we do begins as self-talk. "Self-talk shapes our inner attitudes, our attitudes shape our behavior, and of course our behavior—what we do—shapes the results we get."[1]

3 Think of the inner struggles you often have concerning whether you believe something, will take a particular action, or will make a certain decision. Awake and asleep you are constantly in touch with yourself. You mumble, daydream, dream, fantasize, and feel tension. These are all forms of inner speech. "The subconscious will work for or against you. It's up to you. Tell yourself you're

[1] Robert Garvey, "Talk Yourself Up," *USAir Magazine,* March 1990, p. 90.

clumsy, can't use a computer, or aren't good with people, and that is what you probably will be."[2]

4 The belief in the power of inner speech has infiltrated* the world of sports and public speaking. People such as superstar hockey player Wayne Gretzky, along with numerous baseball, football, and basketball team members, have worked to get in touch with their inner voices and change negative messages to positive ones. Similarly, people who get nervous before and during speeches have been taught to get in touch with their inner voices and alter self-defeating messages.

5 A process that allows you to get in touch with your inner voice is to relax, breathe deeply for fifteen minutes while tuning out the hubbub around you, and let your mind wander. You will learn what it is that you are feeding your mind. We have a choice each time we think, to think positively or negatively. Many of us don't believe it, but that absolutely is our choice. Once we understand that our private thoughts are ours alone to determine, we can select to program our brains with empowering, confidence-building thoughts.

6 According to one method on how to overcome negative self-talk, (1) be aware of your negative messages; (2) collect them, write them down, and regularly read them to yourself; (3) replace the negative thoughts with a positive one by flooding your brain with such statements as "I'm graceful," "I'm a people person," or "I can pass statistics." Once you start focusing on the positives, the negative side has to go away. It can't survive if you don't feed it.

7 This method has been widely used with sports personalities to overcome negative messages. In one study, basket foul-shot shooters were divided into three groups. The first group used imagery and negative message elimination but did not practice shooting, the second group only practiced shooting, and the third group used imagery *and* practiced shooting. Although all three groups improved, the first and third groups improved at the same rate, whereas the second group improved quite a bit less. "Positive self-talk really can turn your life around and make any life more successful."

Adapted from Roy Berko et al., *Communicating*, pp. 83–84.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

[2] Garvey, *USAir Magazine*, p. 90.

Main Idea

1. Which statement best expresses the main idea of the entire reading?
 a. Most of us talk to ourselves all the time. We just don't realize we are doing it.
 b. How we talk to ourselves has a powerful influence on our emotions and our achievements.
 c. The positive effect of self-talk is widely acknowledged in the world of sports.

Supporting Details

2. *True* or *False.* The best way to deal with negative self-talk is to ignore it. _____

3. How does the author define self-talk?

Analyzing Paragraphs

4. The first sentence in paragraph 2 is
 a. an introductory sentence.
 b. the topic sentence.

5. In your own words, what's the main idea of paragraph 4?

6. In paragraph 7, the author describes a study of basketball players. Which main idea does this study illustrate?
 a. Replacing negative messages with positive ones helps improve performance.
 b. If you don't work hard and practice, positive self-talk can't help your performance.

Transitions

7. What transition signaling addition appears in paragraph 4?

Inferences

8. What can you infer from paragraphs 5 and 6?
 a. Getting in touch with our inner voice doesn't always happen naturally. Sometimes we have to make it happen.
 b. Most people do not spend enough time getting in touch with their inner voice.

Patterns of Organization

9. Paragraph 2 relies on which pattern of organization?

a. cause and effect

b. comparison and contrast

c. sequence of steps

Bias

10. Which statement describes the author's position?

a. The author reveals a bias against the use of self-talk.

b. The author reveals a bias in favor of self-talk.

c. The author is neutral or impartial on the subject of self-talk.

■ **DIGGING DEEPER** Do you agree or disagree with the author about the powerful effect of self-talk? Explain your answer.

■ **WRITING SUGGESTION** Make a list of positive statements you can use when you want to counteract negative thinking.

■ READING 2

THE WOLF CHILDREN, David Wallechinsky

LOOKING AHEAD The following reading tells the story of Kamala and Amala, two little girls who were discovered living in the den of a wolf.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

exorcise: drive out

makeshift: temporary, hurriedly put together

loincloths: pieces of fabric that are wound around the hips

animated: lively, excited

dysentery: an intestinal illness

distraught: miserable and upset

enhance: improve

autistic: mentally unable to make contact with reality

critique: critical interpretation or opinion

FOCUS QUESTION What happened to the two little girls after they were discovered?

1 "TWO CHILDREN LIVE IN A WOLF'S LAIR—BISHOP'S AMAZING story—Girl who barked—Ate with mouth in dish!" So ran the front-page story in the *Westminster Gazette*, a London newspaper, on October 22, 1926—but was it a hoax? It began in India in October 1920 with the Reverend J. A. L. Singh, a missionary who ran the Orphanage of Midnapore, sixty-five miles west of Calcutta. He often combed the jungle for natives to capture and convert, and on one of these outings, he heard of the *manush-bagha* (man-beasts)—ghosts who haunted the jungle near the Santal village of Godamuri. Terrified natives asked Singh to exorcise* the demons.

2 What he found, he wrote in his diary, was "a white-ant mound as high as a two-story building," inhabited by a wolf family. While watching them leave through holes at the base of the mound, Singh and his party saw the "ghosts"—two pale creatures running on all fours behind the animals. Some days later, on October 17, Singh's men returned, killed the mother wolf with bows and arrows, and dug out the mound. Inside were two wild children

curled up with the wolf cubs, baring their teeth and resisting capture. With makeshift* nets, Singh separated them; he carried them to the orphanage in bamboo cages.

3 The girls, who were not sisters, were estimated to be three years old and five or six years old. Had the children been abandoned by their parents, or had they been stolen by the she-wolf for food, and then raised instead with her cubs? Had she nursed them? Since the girls were not sisters, the wolf had evidently repeated the experiment.

4 Singh and his wife named the girls Kamala and Amala. Attempts were immediately begun to civilize them: They were made to wear loincloths,* which they tried to tear off. They growled, bared their teeth, and would eat only with the orphanage dogs, who accepted them as their own. They refused all vegetable food, and ate only milk, raw meat, mice, and cockroaches that they caught, or dirt and pebbles. Singh built them a cage, in which they huddled during the day, avoiding the light. They became animated* only at night, pacing and howling continuously. They showed liveliness only when they were taken outside, when eating raw meat, or after dark. Slowly and steadily, Mrs. Singh made efforts to "humanize" them, but the results were minimal.

5 Almost a year after their capture, both girls fell ill with dysentery* and worms. Kamala recovered. But after two weeks Amala died. Singh said that two tears fell from Kamala's eyes, and she was severely withdrawn and distraught* for weeks after the death.

6 Kamala slowly recovered, and in the next eight years she responded bit by bit to Mrs. Singh's attention. She learned to stand on her knees, and then to walk upright, to drink from a glass, to speak about thirty words, and even to run simple errands. For all this, her closest relationships were with the orphanage animals, especially a hyena cub, which Reverend Singh had brought for her to play with.

7 The Singhs fed Kamala a mixed diet, with very little raw meat, and this may have severely weakened her health. In the last two years of her life, she was increasingly sick. Because of her ill health, Reverend Singh declined an offer to display her on tour in America. On November 13, 1929, she died at the age of fourteen or fifteen.

8 Despite decades of controversy and academic argument, it appears that Singh's diary account of Kamala and Amala's stay in the orphanage was not a hoax. However, what remains a mystery is how he found them. More than fifty years later, author Charles Maclean tracked down a witness, Lasa Marandi, who confirmed that Singh was present when the children were removed from the

ant hill. However, Singh himself often told reporters and others that Santal tribesmen had found the children and taken them to him. Singh may have made up this version to keep from his mission superiors the fact that he was out hunting and raiding villages for converts, or he may have made up the first version to enhance* his role in the discovery. It is this uncertainty that led critics to claim that Kamala and Amala had not been raised by a wolf mother, but that they were autistic* children whom villagers were trying to get rid of. There is, however, no evidence to support this critique* and the wolf girls of Midnapore remain the best-recorded case of children who were raised by animals.

David Wallechinsky, *The Twentieth Century.*
New York: Little, Brown, 1995, pp. 296–297.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which statement best sums up the main idea of the entire reading?

a. Stories about the wolf children discovered in India in 1920 have not been verified and they could be a hoax.

b. Attempts to civilize the two "wolf children," Kamala and Amala, were a terrible mistake.

c. Attempts to civilize the two little girls known as the "wolf children" were not very successful.

Supporting Details

2. Who discovered the girls?

3. How did the girls react to their discovery by humans?

Inferences

4. What is the main idea of paragraph 6?

a. Kamala began to behave more like a human but she still identified with animals.

b. Kamala responded to Mrs. Singh and tried to please her.

c. Kamala resented being separated from her animal friends.

5. What can you infer from Kamala's reaction to Amala's death?

6. According to the author, the girls were lively only when they were taken outside, eating raw meat, or going out after dark. What can you infer from this description?

Transitions

7. What two time-order transitions appear in paragraph 5?

8. What transition is used three times in paragraph 8?

Patterns of Organization

9. Which pattern helps organize this reading?
 a. comparison and contrast
 b. sequence of dates and events
 c. classification

Bias

10. Which statement describes the author's position?
 a. The author believes it was a mistake to try and civilize the two little girls.
 b. The author believes that someone had to civilize the two little girls.
 c. The author remains neutral and does not reveal his personal feelings.

■ **DIGGING DEEPER** What do you think about the attempts to civilize the two little girls?

■ **WRITING SUGGESTION** Write a paper explaining why the girls should or should not have been removed from the wolf's den.

■ READING 3

ONE OF THE BAD GUYS, Ray Hanania

LOOKING AHEAD As an Arab American, Ray Hanania, the author of the following reading, feels himself permanently under suspicion in the United States. He believes that Hollywood has contributed to, and maybe even created, his troubles by consistently casting Arabs as villains. Still, from his perspective, the situation is not without remedy.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

howitzer: a relatively short cannon

sinister: dangerous

gaggle: group

detention: an enforced delay

fixated: stuck, obsessed

Crusades: unsuccessful military expeditions undertaken by European Christians between the 11th and 12th centuries in order to recover the Holy Land from the Muslims

FOCUS QUESTION Do you think Hanania's description of how Hollywood portrays Arabs is accurate?

1 AS A CHILD IN THE 1960S, I THOUGHT MY RELATIVES WERE famous. It seemed like they were in many Hollywood movies, often playing similar roles. OK. They weren't the headliners, but they did appear alongside stars like Paul Newman (*Exodus*), Sophia Loren (*Judith*), and Kirk Douglas (*Cast a Giant Shadow*). My "relatives" always played the "terrorists."

2 As I grew older, though, I realized that those actors were not my relatives, at all. They just looked like them. They have that "terrorist" look, and so do I. I can safely assure you, though, I don't have the mannerisms. I'm tired of seeing my likeness wielding an AK-47, murdering innocent women and children, getting stomped by Arnold Schwarzenegger (*True Lies*), or Harrison Ford (*Indiana Jones and the Temple of Doom*), or Kurt Russell (*Executive Decision*), and now Bruce Willis (*The Siege*).

3 I'm Arab American. And for some reason, Hollywood seems to think it's OK to portray all Arabs—and all Muslims, for that mat-

ter—as the bad guys. I don't mean just bad. I mean *really* bad. It makes me so angry I want to get in my half-track with my .50-caliber howitzer* that's parked in my two-Hummer garage, drive to the center of town and start shooting! I mean, isn't that what you've come to expect Arabs to do?

4 After I was honorably discharged from the U.S. Air Force in 1975, the FBI opened a file on me. It began with the ominous suggestion that I might be involved in "suspected" terrorist organizations, but the investigation concluded two years and twenty-three pages later that I was concerned only about improving the condition of my community. The investigation seemed based on the assumption that because I was an Arab, I must also be a potential terrorist. Most of the juicy text was blocked out with heavy, black Magic Markered lines, so it's hard to know for sure.

5 Hollywood movies are founded on the same assumption, that the Arab is the terrorist. I once thought movies were just entertainment, but they're much more. It's at the movies that the public learns about people like me. And it's also where I compare myself to the characters on the screen and wonder if there really is something wrong with me. How did my look suddenly become something so sinister?* My eyes become even darker and more deep set? My accent heavier? I begin to question myself. Why is this person who looks like me so angry he wants to murder and harm innocent people? What is it that makes him wreak havoc and wanton suffering upon an innocent world?

6 Occasionally, there is an upside to being pegged as a terrorist. Once at Miami International Airport, a gaggle* of people all wearing the same light gray jackets were following me around the terminal. Finally, introducing themselves as airport security, they directed me to a room where they rifled through my bags and grilled me about my travel history. They held up the embarrassing evidence of my terrorism. Wood-carved heads. Goofy-looking hats. And dirty clothes.

7 When they finally realized I was just a tourist-trap junkie, they excused themselves. Usually, it takes about fifteen minutes before I am released from airport detention* and I'm on my way. Meanwhile, the nonterrorist-looking commuters are left waiting in the long immigration lines, impatiently nudging luggage across the tile floor, complaining about the heat and delays. But the security officers always have a reason to stop me. At Miami, they said I looked like the suspect they were pursuing. And, they just happened to have a Polaroid picture of the "suspect." He wore a double-breasted, polyester leisure suit, with a wide-brimmed Pan-

ama hat. And he had olive skin, dark eyes, and those skinny little fingers that fit neatly around the trigger of a gun, like mine do. Naturally, I was very impressed. It must be difficult to get a terrorist to stop long enough to pose for a Polaroid picture.

8 Look, I'm realistic. I don't think we can erase all of Hollywood's stereotypes. But the movies seem fixated* on the exaggerated bad side of Arabs. To Hollywood, the Arab is the wife-abuser who wants to buy Steve Martin's home in *Father of the Bride II.* Or the guy hanging from the missile in *True Lies* when Schwarzenegger pushes the launch button and says in his Austrian accent, "Yaw're fi-yard!" We Arabs murder innocent airline passengers in *Executive Decision* simply because it makes us feel good.

9 Even a company like Disney takes a shot at us, with these lyrics from the movie *Aladdin:* "Oh I come from a land, from a faraway place, where the caravan camels roam; Where they cut off your ear if they don't like your face; It's barbaric, but hey, it's home." (Disney responded to Arab-Americans' complaints by changing the last line for the video release.)

10 Must every Arab portrayed in the movies be the villain? Why can't we be the hero just once? There are plenty of overlooked role models to choose from. The first heart-transplant surgeon is an Arab American, Michael DeBakey. Candy Lightner, who founded Mothers Against Drunk Drivers, is Arab, too. There were at least 74 Arab passengers aboard the *Titanic* when it sank. Half of them drowned. Director James Cameron had a good opportunity to highlight the human side of the Arab community. Instead, he chose to highlight a make-believe Irish wedding aboard the ship, rather than include one of the three Arab weddings that actually took place.

11 Arabs are everyday people. Doctors. Teachers. Football stars and team owners. Grocery-store clerks. Engineers. Elected officials. We're the mail carriers who deliver your mail. The nurses and emergency medical technicians who hold your hand through tragedy. The clerks who help you at the bank.

12 I'm not asking Hollywood to hate someone else. That would be wrong. But, I'm asking Hollywood to be fair. Don't just show the bad. Show our good side, too. But, if that can't be done, I do have one last question: Are you still mad about the Crusades?*

Ray Hanania, "One of the Bad Guys,"
Newsweek, November 2, 1998, p. 14.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which statement best expresses the main idea of the entire reading?

a. In the United States, people of Arab descent are constantly the object of discrimination.

b. As long as there are villains in movies, actors of Arab descent will have jobs.

c. To avoid stereotyping, Hollywood needs to give a more balanced picture of Arab life.

Supporting Details

2. Why are movies like *Exodus, Judith, Cast a Giant Shadow,* and *Titanic* mentioned?

3. Why does the author mention Michael DeBakey and Candy Lightner?

4. Why does the author mention James Cameron?

Analyzing Paragraphs

5. Which statement best expresses the main idea of paragraph 8?

a. To Hollywood filmmakers, all Arabs are wife-abusers.

b. Hollywood filmmakers seem obsessed with negative stereotypes of Arabs.

c. *Executive Decision* was yet another film suggesting that all Arabs are terrorists.

6. In paragraph 10, which two sentences make up the two-step topic sentence?

a. sentences 1 and 2

b. sentences 2 and 3
c. sentences 1 and 3

7. In paragraph 11, which sentence is the topic sentence?
a. sentence 1
b. sentence 2
c. sentence 3

Transitions

8. Paragraphs 1, 2, and 4 open with transitions that signal
a. addition.
b. change over time.
c. reversal.

Patterns of Organization

9. The dominant pattern of organization in the reading is
a. classification.
b. process.
c. cause and effect.

Tone

10. In paragraph 3, the author's tone is
a. ironic.
b. amused.
c. furious.

■ **DIGGING DEEPER** Do you agree that movies have the power to make or break stereotypes as the author suggests? Please explain why or why not.

■ **WRITING SUGGESTION** Write a paper in which you argue that moviemakers should or should not be responsible for discouraging stereotypes.

■ READING 4

CALLING "DR. LAURA," Larry Z. Leslie

LOOKING AHEAD In a time like the present, when rapid changes are occurring in so many areas of our lives, it may seem comforting to have access to therapy on the radio. Callers lucky enough to get through on the phone can get immediate solutions to their problems while listeners can also benefit from the advice given. One could argue, then, that radio therapists like Laura Schlessinger are doing their community of listeners a public service. But are they? The author of the following reading suggests that therapy on the radio, particularly as practiced by "Dr. Laura" or "Delilah After Dark," may not be what society needs.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

syndicated: carried on several different radio or television stations

provocative: tending to excite strong emotions

admonition: warning

dilemmas: situations that require a choice between two equally unappealing or mutually exclusive options

acknowledged: recognized

manipulating: influencing or managing to one's own advantage

layperson: person without special training

dysfunctional: abnormal or impaired

vulnerable: capable of being hurt

disclaimer: a denial of responsibility or authority

FOCUS QUESTION What's the problem with having advice dispensed on the radio?

1 DR. LAURA SCHLESSINGER'S NATIONAL SYNDICATED* RADIO call-in show may have as many as twenty million listeners. Each weekday, Dr. Laura takes calls from across the nation and provides advice to those individuals who have a problem they haven't been able to solve and are lucky enough to have gotten through on the phone. Some critics say Dr. Laura is little more than a pop psychologist, offering instant answers to complex questions. Her

in-your-face approach is provocative,* just the sort of approach that appeals to some and turns others off. Dr. Laura's disciples "credit her with restoring decency to a wayward world"; they describe her as a rabbi, a moral compass, the mother they never had. Her detractors says she's a self-righteous prude capitalizing on shock-jock techniques.

2 She prefers to be known simply as "Dr. Laura." Her doctorate is not in psychology or counseling but in physiology. Nevertheless, Dr. Laura is a licensed marriage and family therapist. Still, some feel that she is abusing the influence having a nationally syndicated radio program provides her. She is "quick with a one liner, able to rule on the toughest of dilemmas* in under two minutes." She cuts callers off if they protest too much about the advice she is giving them. She often interrupts callers who are in the middle of explaining their problem with a "Grow Up!" comment or an admonition* to "Stop Whining!" Few callers get to finish their explanations before she serves up a solution to their problem.

3 ***Is It Therapy or Theater?***

Is there some sort of ethical problem with this sort of radio programming? The answer may depend on how seriously one takes the program. Viewed as theater, as a dramatic performance, it can be fairly entertaining. Viewed as expert advice, it may be on thin ethical ice. For one thing, many trained psychologists, therapists, social workers, and counselors believe that most social and behavioral problems are complex, so complex, in fact, that time is required for professionals to understand their clients and to discover the full scope of their problems. One claim, of course, is that counselors keep you coming back so they can continue to bill you. This may be true in some cases, but it is widely acknowledged* within the counseling community that it takes time to explore client concerns and to discover reasonable, workable solutions.

4 How can Dr. Laura, then, even begin to understand a person or a problem in the short time the individual is allowed on the air? A licensed therapist ought to know that real help requires getting to know the client and taking the time to explore all client concerns fully. Can this be accomplished on a call-in radio show? Is it unethical to state, imply, or in any other way make the audience believe that problems can be solved before the next commercial break? Is she really helping callers or merely manipulating* troubled adults into actions that may not be psychologically, behaviorally, or morally sound? Should a radio call-in host be telling a caller to move across the country or quit a good job, based on ninety seconds or so of conversation with that person?

5 Take, for example, a single mother of two who is on welfare and pregnant with twins. "Should she give them up for adoption? Dr. Laura says no: That would damage the older kids too much. The mother, she says, should call Catholic Charities and team up with another single mother to pool resources and responsibilities. Case closed, just in time for commercial break." Even a layperson* can see that Dr. Laura has rushed to judgment in this case. She has not interviewed the older children, so how could she possibly know that putting the soon-to-be twins up for adoption would damage the older siblings? She might be right, but she has an equal chance of being wrong. Do callers realize this? Maybe, maybe not. In any case, Dr. Laura is on a slippery ethical slope here. Arthur Schopenhauer urges individuals to give mature and repeated consideration to any plan before proceeding to carry it out. How much consideration does Dr. Laura give callers? Plato urges one to acquire the knowledge necessary to make a good decision and then act in a way that others are served by the action. Has Dr. Laura gathered enough knowledge about her callers' problems to make good decisions? Are her callers well served by her advice?

6 Callers who need a kinder, gentler approach might tune in another nationally syndicated radio program, "Delilah After Dark." The program airs evenings on about 90 FM stations nationwide. Delilah plays love songs and offers soothing advice to callers with romantic problems: the lonely, the divorced, the lovesick, the separated, the engaged, the married. "She's a cross between your psychiatrist, your mother, and your girlfriend," says one radio programmer whose station carries the program.

7 Delilah has no formal training in counseling or therapy. When asked about her qualifications, Delilah says she got her doctorate "in the school of hard knocks." Probably true. She is married to her second husband and has a child from the marriage as well as a child from her first marriage. She grew up in a dysfunctional* family. Her father was an alcoholic and disapproved of her first marriage to an African American. Her mother died from brain cancer. The same kinds of observations could be made about Delilah's program that were made about Dr. Laura's. As theater, the show can be entertaining. As a source of serious advice, the show joins Dr. Laura's out there on thin ethical ice.

8 Delilah seems to be a more sympathetic listener than Dr. Laura, but her advice is less expert. At least Dr. Laura is a licensed counselor and therapist. Delilah is just a disc jockey. The problem with both these programs is that they can be taken seriously by individuals who may be so psychologically or socially vul-

nerable* that they are led by the program's advice to make decisions that can significantly damage their lives.

9 Of course, one could just shrug these programs off with a *caveat emptor*—let the buyer beware. One might be inclined to lower one's voice on this issue if a disclaimer* were regularly aired during these programs. The disclaimer might say something to the effect that "the program you are listening to is provided to you for entertainment purposes only. Individuals needing social or psychological help should see a qualified counselor."

Larry Z. Leslie, *Mass Communication Ethics.*
Boston: Houghton Mifflin, 2000, pp. 243–244.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which statement best sums up the main idea of the entire reading?

a. If radio therapy is viewed as entertainment, that's fine, but it may be unethical if taken seriously as expert advice.

b. Dr. Laura is too quick to give advice about complex situations she cannot possibly understand.

c. Radio therapists should not be criticized for giving their listeners what they want—simple solutions to complicated problems.

Supporting Details

2. What are the two main differences between Dr. Laura and Delilah?

3. What's the author's main criticism of the therapy offered by people like Dr. Laura and Delilah?

4. According to the author, what is the problem with both of the programs mentioned in the reading?

5. According to the author, radio therapists would do well to air a disclaimer. What should the disclaimer indicate?

Analyzing Paragraphs

6. What's the main idea of paragraph 6?

7. What's the main idea of paragraph 7?

Inferences

8. What's the implied answer to the question posed at the end of paragraph 4?

Patterns of Organization

9. In paragraphs 6, 7, and 8, the author relies primarily on which pattern of organization?

a. cause and effect

b. process

c. comparison and contrast

Tone

10. How would you describe the author's tone?

a. emotionally neutral

b. disapproving

c. friendly

DIGGING DEEPER Would you ever take advice from a therapist on the radio? Why or why not? How do you think the author of this reading feels about online therapy?

WRITING SUGGESTION Write a paper in which you argue for or against the position outlined in the reading "Calling 'Dr. Laura.'" Start by summarizing the author's position. Then indicate your own position and follow it with the reasons why you think you're right.

■ READING 5

COMMUNICATING ACROSS CULTURES,

Dave Ellis

LOOKING AHEAD The author of the following reading has some sound suggestions for helping people from different cultures communicate effectively with one another. As you read what he says, think about what additional suggestions you might have to offer.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

grounded: based on

cognitive: related to thinking

abstract concepts: ideas about theories, values, or emotions rather than physical objects

mediators: people who act as go-betweens to solve problems between two parties

alliances: close associations

cultivate: nurture, encourage

glosses over: ignores, falsely understands

immerse: surround, sink into

bigotry: the belief that one particular group is superior to all others

FOCUS QUESTION What experience do you have communicating with people from other cultures?

1 COMMUNICATING WITH PEOPLE OF OTHER CULTURES IS A learned skill—a habit. According to management consultant Stephen R. Covey, a habit is the point where desire, knowledge, and skill meet. Desire is about wanting to do something. Knowledge is seeing what to do. And skill is understanding how to do it. These three factors are equally important for bridging gaps in cultural understanding. What follows are suggestions in each of these areas.

2 ***Desire to Communicate Across Cultures***

When our actions are truly grounded* in the intention to understand others, we can be much more effective. Knowing techniques

for communicating across cultures is valuable. Yet these cannot take the place of the sincere desire and commitment to create understanding. If you truly see the value of cultural diversity, you can discover and create ways to build bridges to other people.

3 ***Know About Other Cultures***

Back up your desire with knowledge. People from different cultures read differently, write differently, think differently, eat differently, and learn differently from you. Knowing this, you can be more effective with your classmates, coworkers, and neighbors.

4 Cultures differ in many ways. For example, there are real differences in the way people from other cultures perceive and learn information. An African tribesman may look at a newspaper photograph and see only a pattern of black and white dots, not a picture of himself. This is one example of a cognitive* style. We can also speak of different learning styles, communication styles, relationship styles, and other styles.

5 James Anderson, dean of the Division of Undergraduate Studies at North Carolina State University, speaks of the relationship between analytic and relational styles. Most of our schools favor students with an analytical style. These students learn abstract concepts* easily and are adept at reading, writing, and discussing ideas. They can learn parts of a subject even if they don't have a view of the whole. Often these students are self-directed, and their performance is not affected by the opinions of others.

6 A bias toward the analytical style tends to exclude students with a relational style. Students with a relational style learn by getting the big picture of a subject before the details. They learn better initially by speaking, listening, and doing, rather than by reading or writing. These students prefer to learn about subjects that relate to their concerns or about subjects presented in a lively, humorous way. In addition, they are influenced by the opinions of people they value and respect. All these things point to a unique learning style.

7 Differing styles exist in every aspect of life—family structure, religion, relationships with authority, and more. Native Americans might avoid confrontation and seek mediators* to resolve conflict. People from certain Asian cultures might feel it's rude to ask questions. Knowing about such differences can help you avoid misunderstanding.

8 Today there is a wealth of material about cultural diversity. Begin with an intention to increase your sensitivity to other cultures. Be willing to ask questions and share ideas with all kinds

of people. You can learn something valuable from anyone when you reach out and begin a conversation.

9 ***Gain Skill in Communicating Across Cultures***
With the desire to communicate and gain knowledge of other cultures, you can then work on specific skills. Some possibilities follow.

10 Respond to these ideas on three levels. The first is personal—becoming aware of your own biases. The second is interpersonal—forming alliances* with people of other races and cultures. The third is institutional. Here you can point out the racism and discrimination that you see in organizations. You can be an advocate for change.

11 ***Be Active***
Learning implies activity. Learning how to communicate across cultures is no exception. It's ineffective to assume that this skill will come to you merely by being in the same classrooms with people from other races and ethnic groups. It's not their responsibility to raise your cultural awareness. That job is yours, and it calls for effort.

12 ***Look for Common Ground***
Some goals cross culture lines. Most people want health, physical safety, economic security, and education. Most students want to succeed in school and prepare for a career. They share the same teachers. They have access to many of the same resources at school. They meet in the classroom, on the athletic field, and at cultural events. To promote cultural understanding, we can become aware of and celebrate our differences. We can also return to our common ground.

13 A related strategy is to cultivate* friends from other cultures. Do this through volunteering work, serving on committees, or joining study groups—any activity where people from other cultures are also involved. In this way, your understanding of other people unfolds in a natural, spontaneous way.

14 The trick is to keep a balance, to honor the differences among people while remembering what they have in common.

15 ***Assume Differences in Meaning***
Each day, we can make an intention to act and speak with the awareness that cultures differ. To do so, look for other possible meanings of your words and actions.

16 Assume such meanings exist, even if you don't know what they are. After first speaking to someone from another culture, don't assume that you've been understood—or that you fully understand the other person. The same action can have different meanings at different times, even for members of the same culture.

17 ***Look for Individuals, Not Group Representatives***
Sometimes the way we speak glosses over* differences among individuals and reinforces stereotypes. For example, a student worried about his grade in math expresses concern over "all those Asian students who are skewing the class curve." Or a Caucasian music major assumes that his African American classmate knows a lot about jazz. We can avoid such errors by seeing people as individuals—not spokespersons for an entire group.

18 ***Get Inside Another Culture***
You may find yourself fascinated by one particular culture. Consider learning as much about it as possible. Immerse* yourself in that culture. Read novels, see plays, go to concerts, listen to music, look at art, take courses. Seek out opportunities to speak with members of that culture. Your knowledge will be an opening to conversation.

19 ***Find a Translator, Mediator, or Model***
People who move with ease in two or more cultures can help us greatly. Diane de Anda, a professor at the University of California, Los Angeles, speaks of three kinds of people who can communicate across cultures. She calls them *translators, mediators,* and *models.*

20 Translators are people who are truly bicultural—they can relate skillfully to people in a mainstream culture and people from a contrasting culture. Translators can share their experiences in overcoming discrimination, learning another language, and coping with stress. They can point out differences in meaning between cultures and help resolve conflict.

21 Mediators are people who belong to the dominant or mainstream culture. Unlike translators, they may not be bicultural. However, mediators value diversity and are committed to cultural understanding. Often they are teachers, counselors, tutors, mentors, or social workers.

22 Models are members of a culture who are positive examples. They are students from any racial or cultural group who participate in class and demonstrate effective study habits. Models can also include entertainers, athletes, and community leaders.

23 Your school may have people who serve these functions, even if they're not labeled translators, mediators, or models. Some schools have mentor or "bridge" programs that pair new students with teachers of the same race or culture. Students in these programs get coaching in study skills and life skills; they also develop friendships with a possible role model. Ask your student counseling service about such programs.

24 ***Celebrate Your Own Culture***
Learning about other cultures does not mean abandoning your own. You could gain new appreciation for it. You may even find out that members of your group have suffered discrimination—for example, the Irish people who once lived in ghettos in the United Kingdom. In the process, you gain new insight into the experiences of other people.

25 ***Ask for Help***
If you're unsure about how well you're communicating, ask questions: "I don't know how to make this idea clear for you. How do you learn best?" "When you look away from me during our conversation, I feel uneasy. Is there something else we need to talk about?" "None of you is asking questions. Does this mean the idea is clear to everybody, or do you want more explanation?" Questions like these can get cultural differences out in the open in a constructive way.

26 ***Point Out Discrimination***
Throughout history, much social change has been fueled by students. When it comes to ending discrimination, you can make a difference. You might see people from another culture ignored in class, passed over in job hiring, underrepresented in school organizations, or ridiculed. The only way to stop these actions is to point them out. Federal civil rights laws, as well as the written policies of most schools, ban discrimination on racial and ethnic grounds. If your school receives federal aid, it must set up procedures that protect students against such discrimination. Find out what those procedures are, and use them if necessary.

27 The price we pay for failure to understand other cultures is fear and bigotry.* These presume that one group has the right to define all others. Such attitudes cannot withstand the light of knowledge, compassion, and common values—the long-term rewards of learning to communicate across cultures.

Adapted from Dave Ellis,
Becoming a Master Student, pp. 40–42.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which statement best expresses the main idea of the entire reading?
 a. Historically, students have been a powerful force for social change, and in the future they will undoubtedly bring about even greater social changes.
 b. The ability to communicate with people from other cultures is based on habit, and habits require desire, knowledge, and skill.
 c. Learning about other cultures does not mean you have to abandon your own.

Supporting Details

2. The reading identifies three types of people who can communicate across cultures. Those three types are _____, _____, and _____.

3. In the reading, James Anderson identifies two different learning skills, the _____ and the _____.

Analyzing Paragraphs

4. Which statement best expresses the main idea in paragraph 17?
 a. Sometimes, without thinking about it or meaning to, we use language that ignores differences and encourages stereotypes.
 b. When we let stereotypes govern our thinking, we miss the rich diversity of life.
 c. No matter how hard we try, we can't avoid thinking in stereotypes.

5. In paragraph 24, which sentence is the topic sentence?
 a. sentence 1
 b. sentence 2
 c. sentence 3

6. In paragraph 26, what kind of sentence is the first sentence?
 a. a topic sentence
 b. an introductory sentence

Transitions

7. Where in paragraph 1 does a transitional sentence appear?
 a. in the middle of the paragraph
 b. at the end of the paragraph

Inferences

8. Underlying the entire reading is an inference about the composition, or makeup, of American society. What is that inference?

Patterns of Organization

9. Paragraphs 19 through 22 rely on which pattern of organization?
 a. classification
 b. sequence of steps
 c. cause and effect

Tone

10. How would you describe the author's tone?
 a. stern and serious
 b. friendly and informal
 c. comical

■ **DIGGING DEEPER** Do you personally make attempts to learn about other cultures or ethnic groups? Why or why not?

■ **WRITING SUGGESTION** According to the author, "The price we pay for failure to understand other cultures is fear and bigotry." In your own words, explain what the author means. If possible, give an example of how the failure to understand other cultures can result in fear and bigotry.

■ READING 6

WOMEN IN THE RING, Katherine Dunn

LOOKING AHEAD The women in this selection are not terribly concerned about traditional gender roles. All they know is they want to box. For years, they were kept out of the ring, but little by little—in court battle after court battle—they have inched their way in, and it looks now as if they are there to stay. For the moment at least, they are certainly not in boxing for the money: The purses for women boxers just aren't that big. Still, these women don't seem to care about money, or the lack of it. They just want to get in the ring and knock out their opponent.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

marquee: the sign over a theater entrance

pugilistic: fighting

documentary: a film that presents a subject in a factual manner

limelight: spotlight

spartan: plain-living

diva: a female star in the world of music

sporadic: on and off

fisticuffs: fistfights

marginalized: pushed to one side

erotic: sexual

subterranean: underground

FOCUS QUESTION What motivates the women boxers described in this reading?

1 THE FIGHTERS' DAUGHTERS ARE FIGHTING NOW, AND A PROFITable glamour circus spins around their marquee* names. What began with Laila Ali—Muhammad Ali's daughter—quickly spread to include the daughter of Ali's archrival, Joe Frazier. Soon after Jacqueline Frazier-Lyde made her professional debut in the ring came news that the great Roberto Durán's daughter Irichelle wants to try on the gloves. Then big George Foreman's daughter Freeda announced her own pugilistic* intentions.

2 Women's boxing, which has struggled in the shadow of the men's sport, is coming into its own. The estimated three hundred professional female boxers in the United States are being joined by rapidly increasing numbers internationally. The Internet swarms with Web sites devoted to the sport, and its commercial value is also building. Cable television ratings for women's boxing are consistently high, and the cinematic possibilities are surfacing in films like *Girlfight*, which won a Grand Jury Prize at this year's Sundance Festival, and the documentary* *Shadow Boxers*, which is earning rave reviews on the festival circuit. (Still another documentary, *On the Ropes*, nominated for an Academy Award, includes a woman.)

3 For the moment, the marketing limelight* is on the so-called Daughters of Living Legends, but in the genuine sport, Lucia Rijker is leading the pack in becoming a legend herself. Rijker, the subject of *Shadow Boxers*, has, over a lifetime of combat-sports competition, forged a singular combination of discipline and skill, grace and strength. She is undefeated in her division, with a record of 14-0.

4 Her father was not famous. The biracial daughter of a mechanic and a waitress in Amsterdam, Rijker started judo at six and followed her brother, whom she idolized, into kick-boxing at fourteen. It was tough, she says, "but I liked it." She fought her way to four kick-boxing world championships. Then she moved to Los Angeles and switched to boxing.

5 Fast, hard, accurate punches make Rijker a dangerous knockout artist. Her victories include thirteen KOs. "It is such a feeling of power," she says. "There she is, stretched out on the floor and I am still standing."

6 Rijker, a spartan* diva,* lives frugally on her ring earnings. She is one of the few female boxers able to focus so completely on her sport. Most professional fighters, male and female, hold day jobs, but the women's game attracts a wide social spectrum: hash slingers, teachers, police officers, landscapers, stuntwomen. Many are wives and mothers. Their husbands or boyfriends work their corners, or hide in arena restrooms, scared to watch their bouts. The pay is low and sporadic:* at most $800 for a beginner's four rounds, and the lucky find three or four bouts a year. Few are in it for the money. They do it for the same reasons men do—fitness, challenge, excitement, and because they enjoy it.

7 The rules are also the same, except that rounds are two minutes rather than three, and the fighters wear breast protection and take pregnancy tests before each bout. But there is nothing new about female fighting. Anthropologists believe women were

among the skilled boxers of the ancient, sport-loving Minoan culture that flourished on Crete until 1100 B.C. The boxing booths at English fairs featured women in the nineteenth and early twentieth centuries. In the United States, female fisticuffs* were marginalized,* first as erotic* vaudeville in the nineteenth century and later as serious competition developed in the first half of the twentieth. Legal wars waged by boxers in the 1960s and 70s won women the right to compete professionally nationwide.

8 Still, though women could punch and be punched for pay, they were not allowed to learn and practice the technically demanding sport as boys and men do, in amateur programs like the Golden Gloves, until 1993. Locked out of those ranks, women came to the professional side from different directions—from the martial arts as Rijker did, from boxercise classes, or from the Tough Woman contests, where Christy Martin, female boxing's first celebrity, got her start. Indeed, female boxers remained subterranean* until March 16, 1996, when the pink-clad Martin, an ardent slugger, defeated Deirdre Gogarty in a globally televised, electrifying battle on a Mike Tyson card. Martin landed on the cover of *Sports Illustrated,* and the excitement triggered an instant interest in the hundreds who had been struggling and ignored.

9 Just five days after Martin's historic victory, Lucia Rijker, then an undefeated amateur, turned pro and knocked her opponent out in the first round. Martin and Rijker are in the same 135-to-140-pound weight range, and fans and fight scribes claim a match between the two could finally prove the legitimacy of the women's sport. Martin is potent and fiercely aggressive, but she can be hit. Rijker packs power and more polished skills but has never faced a warrior like Martin. Rijker has begged for the match for years. Her manager, Stan Hoffman, says he will meet with Martin's promoter (Don King, of course) in March.

Lucia Rijker has plans to teach when she retires from the ring. "I would love to have a daughter," she says, "and I would be her coach." That opens possibilities—future daughters of legends fighting in their mothers' footsteps.

Katherine Dunn, "Rijker's Island," *New York Times Magazine,* February 27, 2000, p. 42.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which statement best sums up the main idea of the entire reading?

a. Women's boxing is currently the focus of media attention.

b. Women's boxing actually has a long history.

c. Women's boxing has finally arrived, thanks to boxers like Lucia Rijker and Christy Martin.

Supporting Details

2. According to the author, female boxers were a part of _____ culture that flourished until _____.

3. Why does the author mention the documentary *Shadow Boxers*?

4. What role in women's boxing did Christy Martin play?

5. When did women earn the right to train as boxers in amateur programs? _____

Analyzing Paragraphs

6. In paragraph 7, the topic sentence is

a. sentence 1.

b. sentence 2.

c. sentence 3.

Inferences

7. Which inference sums up the implied main idea of paragraph 9?

a. Christy Martin, female boxing's biggest star, is sure to defeat Lucia Rijker.

b. No one can say for sure how a fight between Lucia Rijker and Christy Martin will turn out.

Transitions

8. What type of transition does the author use to open paragraph 9?

Patterns of Organization

9. What pattern of organization do you recognize in paragraph 9?

a. cause and effect

b. comparison and contrast

c. process

Fact and Opinion

10. The author claims that Rijker is a dangerous knockout artist. What evidence does she offer for that opinion?

■ **DIGGING DEEPER** What do you think of women in the ring? Do you like or dislike the idea of women boxing? Please explain.

■ **WRITING SUGGESTION** Many people disapprove of boxing regardless of who the opponents are, male or female. Write a paper in which you express your opinion for or against boxing as a legitimate sport.

READING 7

THE POWER OF FIRST IMPRESSIONS,
Barry L. Reece and Rhonda Brandt

LOOKING AHEAD First impressions are important not just in social situations but also in professional ones. Aware of that fact, corporations are paying more attention to the impressions their employees make when they first encounter a client or customer.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

credentials: evidence of education and experience

primacy: the state of being first or most important

monopolize: to dominate by excluding others

retention: remembering

assumptions: ideas or beliefs that are simply taken for granted without being questioned or tested

FOCUS QUESTION How can organizations control or even know what first impressions their employees make?

1 THE HERTZ CORPORATION, THE U.S. AIR FORCE, HYATT HOTELS Corporation, the City of Dallas, and the Neiman-Marcus Group, Inc., have one thing in common—all have purchased the services of Feedback Plus. Feedback Plus is an agency that dispatches professional shoppers who pose as consumers. These "mystery" shoppers visit the client's business, purchase products or services, and report back to the client on the quality of service they receive. The City of Dallas hired Feedback Plus to see how car-pound employees treat citizens picking up their cars. The Air Force is using professional shoppers to assess customer service at their on-base supply stores. Banks, hospitals, and public utilities are also hiring mystery shoppers. Vickie Henry, chief executive of Feedback Plus, notes that many similar firms compete for clients' business, and service really differentiates one firm from another. Although Henry has a database of 8,800 people who serve as professional shoppers, she sometimes assumes the role of mystery shopper herself. During a recent visit to an upscale women's apparel store, she observed the type of customer service most companies attempt to

avoid. None of the many salespeople on the sales floor said hello when she entered the store. When she removed a skirt from a clothing rack, none of the salespeople approached her. Finally, several minutes after entering the store, Henry approached a salesperson and asked to use the dressing room. Needless to say, service at this firm did not receive high marks from Feedback Plus.

2 As organizations experience increased competition for clients, patients, and customers, awareness of the importance of public contact increases. They are giving new attention to the old adage "First impressions are lasting impressions." Research indicates that initial impressions do indeed tend to linger. Therefore, a positive first impression can set the stage for a long-term relationship.

3 ***Professional Presence***

We are indebted to Susan Bixler, president of Professional Image, Inc., and author of *Professional Presence,* for giving us a better understanding of what it means to possess professional presence. **Professional presence** is a dynamic blend of poise, self-confidence, control, and style that empowers us to be able to command respect in any situation. Once acquired, it permits us to be perceived as self-assured and thoroughly competent. We project a confidence that others can quickly perceive the first time they meet us.

4 Bixler points out that, in most cases, the credentials* we present during a job interview or when we are being considered for a promotion are not very different from those of other persons being considered. It is our professional presence that permits us to rise above the crowd. Debra Benton, a career consultant, says, "Any boss with a choice of two people with equal qualifications will choose the one with style as well as substance." Learning to create a professional presence is one of the most valuable skills we can acquire.

5 ***The Primacy Effect***

The development of professional presence begins with a full appreciation of the power of first impressions. The tendency to form impressions quickly at the time of an initial meeting illustrates what social psychologists call a *primacy* effect* in the way people perceive one another. The general principle is that first impressions establish the mental framework within which a person is viewed, and later evidence is either ignored or reinterpreted to coincide with this framework.

6 Martha Kelly met a middle-aged man at an outdoor cookout. He was wearing cutoff blue jeans and an old pair of worn-out

sneakers. He had had several drinks and tended to interrupt people and monopolize* any conversation. Throughout the afternoon, people avoided him whenever possible. About two weeks later, Martha stopped at a drugstore to get a prescription filled. To her surprise, the pharmacist was the same man she had met at the cookout, only now he was dressed in a neatly tailored white jacket, blue shirt, and pin-striped tie. Although he projected a very professional image in dealing with his customers, Martha left the store and went to another pharmacy to get her prescription filled. The positive impression communicated in the store was not strong enough to overcome her first, negative impression.

7 ***The First Few Minutes***
When two people meet, their potential for building a relationship can be affected by many factors. Within a few moments, one person or the other may feel threatened, offended, or bored. Leonard Zunin and Natalie Zunin, coauthors of *Contact—The First Four Minutes*, describe what they call the **four-minute barrier.** In this short period of time, human relationships are established, reconfirmed (in the case of two former acquaintances meeting), or denied. It is during the first few minutes of interaction with others that people's attention spans are at their greatest and powers of retention* at their highest.

8 Why four minutes? According to the Zunins, this is the average time, determined by careful observation, during which two people in a social situation make up their minds to continue the encounter or to separate. During the first few minutes you can benefit from what sociologists call the "halo effect." This means that if you are viewed positively within the first four minutes, the person you made contact with is more likely to assume that everything you say or do is positive.

9 ***First Impressions in a Work Setting*** In a work setting, the four-minute period in which a relationship is established or denied is often reduced to seconds. The U.S. Postal Service is concerned about perceptions created during this brief period of time. In selected regions of the nation, postal workers have completed the Dale Carnegie human relations course. The following examples illustrate the effect that immediate first impressions can have in a variety of work situations.

10 ***Item:*** Paula rushed into a restaurant for a quick lunch—she had to get back to her office for a 1:30 P.M. appointment. The restaurant was not crowded, so she knew she would not have to wait for a table. At the entrance of the main dining area was a

Total Person Insight

"If people aren't quickly attracted to you or don't like what they see and hear in those first two to four minutes, chances are they won't pay attention to all those words you believe are demonstrating your knowledge and authority. They will find your client guilty, seek another doctor, buy another product, vote for your opponent, or hire someone else."

JANET G. ELSEA
President, Communication Skills, Inc.

sign reading, "Please Wait to Be Seated." A few feet away, the hostess was discussing a popular movie with one of the waitresses. The hostess made eye contact with Paula but continued to visit with the waitress. About twenty more seconds passed, and Paula began to feel anxiety build inside her. She tried to get the hostess's attention, but the hostess did not respond. After another ten seconds had passed, Paula walked out of the restaurant.

11 ***Item:*** Sandy and Mike entered the showroom of a Mercedes-Benz dealer. They noticed two salespeople seated at desks near the entrance. One salesperson was wearing a well-tailored blue blazer, gray slacks, and a white shirt with a blue tie highlighted by subtle stripes. The other salesperson was wearing sport slacks (khaki color), a blue knit pullover shirt (short sleeve), and casual shoes. The salesperson wearing the casual clothing walked over to Sandy and Mike and asked, "May I be of assistance?" Mike said, "We're just looking today." The salesperson returned to his desk. As they left the showroom, Sandy said, "I can't believe someone selling a $40,000 automobile would wear such casual clothing." "I agree," Mike said.

12 In each of these examples, the negative first impression was created in less than sixty seconds. The anxiety level of the restaurant customer increased because she was forced to wait while two employees talked about a personal matter. And the potential customers were making judgments about the car salesperson based solely on his appearance. Unfortunately, these employees were probably not fully aware of the impression they communicated to customers.

13 ***Assumptions versus Facts*** The impression you form of another person during the initial contact is made up of both assumptions*

and facts. Most people tend to rely more heavily on assumptions during an initial meeting. As the Zunins state, people live in an assumptive world:

> When you meet a stranger, and sometimes with friends, much of the information you get is based on assumption. You form positive or negative feelings or impressions, but you must realize that only superficial facts can be gathered in four minutes. Depending on assumptions is a one-way ticket to big surprises and perhaps disappointments.

14 **Cultural influences,** especially during the early years of your life, lead you to form impressions of some people even before you meet them. People often stereotype entire groups. Here are a few of the common stereotypes that still persist in our society:

- "Older workers are set in their ways."
- "Men have a competition mentality."
- "Executive women are aggressive."

These are just a few of the assumptions that some people perceive as facts. With the passing of time some assumptions tend to lose support as factual information surfaces. The idea that all married couples should have children receives less support today than it did a generation ago. Women are now less likely to be viewed as unacceptable candidates for executive positions. Nevertheless, people rarely reach the point in life where they are completely free of assumptions. In fact, the briefer the encounter with a new acquaintance, the greater is the chance that misinformation will enter into your perception of the other person.

Barry L. Reece and Rhonda Brandt,
Effective Human Relations in Organizations.
Boston: Houghton Mifflin, 1996, pp. 286–291.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which of the following statements best sums up the main idea of this reading?

 a. An agency known as Feedback Plus has become well known in organizational circles.

b. Management has begun to recognize the importance of monitoring what employees wear.

c. Organizations are beginning to pay more attention to the importance of first impressions.

Supporting Details

2. Describe the "four-minute barrier."

3. What is the "halo effect"?

Analyzing Paragraphs

4. What is the main idea of paragraph 4?

5. Paragraph 6 is a minor supporting paragraph. It further illustrates a point already made in paragraph 5. What is that point?

Transitions

6. In paragraph 9, the last sentence is a

a. topic sentence.

b. transitional sentence.

c. concluding sentence.

7. Paragraph 7 opens with a transition that signals

a. addition.

b. reversal.

c. time order.

Patterns of Organization

8. Paragraph 5 relies on what two patterns of organization?

Fact and Opinion **9.** In paragraph 14, the author talks about stereotypes that "some people perceive as facts." Could a statement about how all men or women behave, think, or feel ever be a fact? Why or why not?

Tone **10.** How would you describe the authors' tone?

a. amused

b. outraged

c. emotionally neutral

■ **DIGGING DEEPER** In your experience, do you agree or disagree that first impressions are extremely important in both social and professional situations? Explain your answer.

■ **WRITING SUGGESTION**

1. Write a paper identifying three things a prospective job applicant should do if he or she hopes to make a good impression.

2. Write a paper describing the kind of behavior or conversation likely to make a good (or bad) first impression on you when you're initially getting to know someone.

■ READING 8

IMPROVING MEMORY: KEYS TO THE MEMORY BANK, Dennis Coon

LOOKING AHEAD Many people mistakenly believe that memory can't be improved. They are convinced that some people have "good" memories, whereas others have poor ones. But as the author of the following selection shows, your memory is as good as you choose to make it.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

elaborate: to express at greater length or in greater detail

consolidation: the act of uniting into one system or whole

ample: more than adequate

eluded: escaped

FOCUS QUESTION What are the ways that memory can be improved?

1 WHILE YOU'RE WAITING AROUND FOR THE DEVELOPMENT OF a memory pill, let's focus on some ways of improving your memory skills right now.

2 ***Knowledge of Results***

Learning proceeds best when feedback, or knowledge of results, allows you to check to see if you are learning. Feedback also helps you identify ideas that need extra practice. In addition, knowing that you have remembered or answered correctly can be rewarding. A prime means of providing feedback for yourself when studying is *recitation.*

Knowledge of results: During learning, feedback about the correctness of responses or other aspects of performance.

Recitation: As a memory aid, repeating aloud information one wishes to retain.

Rehearsal: Silently repeating or mentally reviewing information to improve memory.

3 ***Recitation***

Recitation means repeating to yourself what you have learned. If you are going to remember something, eventually you will have to retrieve it. Recitation forces you to practice retrieving information as you are learning. When you are reading a text, you should stop frequently and try to remember what you have just read by sum-

marizing it aloud. In one experiment, the best memory score of all was earned by a group of students who spent 80 percent of their time reciting and only 20 percent reading (Gates, 1958). Maybe students who talk to themselves aren't crazy after all.

4 ***Rehearsal***

The more you rehearse information as you read, the better you will remember it (Muth et al., 1988). Rehearsal refers to mentally repeating, paraphrasing, and summarizing information. It's also helpful to frequently ask yourself "why" questions about what you read. For example, you could ask about this paragraph, "Why would it make sense that rehearsal improves memory?" (Woloshyn et al., 1990). Thinking about facts helps link them together in memory.

5 ***Selection***

The Dutch scholar Erasmus said that a good memory should be like a fish net: It should keep all the big fish and let the little ones escape. If you boil down the paragraphs in most textbooks to one or two important terms or ideas, your memory chores will be more manageable. Practice very selective marking in your texts and use marginal notes to further summarize ideas. Most students mark their text too much instead of too little. If everything is underlined, you haven't been selective. And, very likely, you don't actually pay much attention to what you read (Peterson, 1992).

6 ***Organization***

Assume that you must memorize the following list of words: *north, man, red, spring, woman, east, autumn, yellow, summer, boy, blue, west, winter, girl, green, south.* This rather difficult list could be reorganized into *chunks* as follows: *north-east-southwest, spring-summer-autumn-winter, red-yellow-green-blue, man-woman-boy-girl.* This simple reordering made the second list much easier to learn when college students were tested on both lists (Deese and Hulse, 1967). In another experiment, students who made up stories using long lists of words to be memorized learned the lists better than those who didn't (Bower and Clark, 1969). Organizing class notes and outlining chapters can be helpful when studying (Dickinson and O'Connell, 1990). It may even be helpful to outline your outlines, so that the overall organization of ideas becomes clearer and simpler.

7 ***Whole versus Part Learning***

If you had to memorize a speech, would it be better to try to learn

Whole learning: Studying an entire package of information (such as a complete poem) at once.

Part learning: Separately studying subparts of a larger body of information (such as sections of a textbook chapter).

Serial position effect: The tendency for the greatest number of memory errors to occur in the middle portion of an ordered list.

it from beginning to end or in smaller parts like paragraphs? Generally it is better to practice whole packages of information rather than smaller parts. This is especially true for fairly short, organized information. An exception is that learning in parts may be better for extremely long, complicated information. Try to study the largest *meaningful* amount of information possible at one time.

8 For very long or complex material, try the *progressive part method.* In this approach, you break a learning task into short sections. At first, you study part A until it is mastered. Next, you study parts A and B; then A, B, and C; and so forth. This is a good way to learn the lines of a play, a long piece of music, or a poem (Ash and Holding, 1990). After the material is learned, you should also practice it by starting at points other than A (at C, D, or B, for example). This helps prevent getting "lost" or going blank in the middle of a performance.

9 ***Serial Position***

Whenever you must learn something in *order,* be aware of the *serial position effect.* This is the tendency to make the most errors in remembering the middle of a list. If you are introduced to a long line of people, the names you are likely to forget will be those in the middle, so you should make an extra effort to attend to them. The middle of a list, poem, or speech should also be given special attention and extra practice.

10 ***Cues***

The best cues for remembering are those that were present during encoding (Reed, 1988). For example, students in one study had to recall a list of 600 words. As they read the list (which they did not know they would be tested on), the students gave three other words closely related in meaning to each listed word. In a test given later, the words each student supplied were used as cues to jog his or her memory. The students recalled an astounding 90 percent of the original word list (Mantyla, 1986). This shows why it often helps to *elaborate** information as you learn. When you study, try to use new names, ideas, or terms in several sentences. Also, form images that include the new information, and relate it to knowledge you already have (Pressley et al., 1988). Your goal should be to knit meaningful cues into your memory code to help you retrieve information when you need it.

11 ***Overlearning***

Numerous studies have shown that memory is greatly improved when study is continued beyond bare mastery. In other words,

Overlearning: Study or learning that continues after initial mastery of skills or information.

Spaced practice: A practice schedule that alternates study periods with brief rests.

Massed practice: A practice schedule in which studying continues for long periods without interruption.

after you have learned material well enough to remember it once without error, you should continue studying. Overlearning is your best insurance against going blank on a test because of nervousness.

12 ***Spaced Practice***

To keep boredom and fatigue to a minimum, try alternating short study sessions with brief rest periods. This pattern, called **spaced practice,** is generally superior to **massed practice,** in which little or no rest is given between learning sessions (Naveh-Benjamin, 1990). By improving attention and consolidation,* three 20-minute study sessions can produce more learning than one hour of continuous study. Perhaps the best way to make use of this principle is to *schedule* your time. If most students were to keep a totally honest record of their weekly activities, they would probably find that very few hours were spent really studying. To make an effective schedule, designate times during the week before, after, and between classes when you will study particular subjects. Then treat these times just as if they were classes you had to attend.

13 ***Sleep***

Remember that sleeping after study reduces interference. Since you obviously can't sleep after every study session or study everything just before you sleep, your study schedule (see Spaced Practice) should include ample* breaks between subjects. Using your breaks and free time in a schedule is as important as living up to your study periods.

14 ***Review***

If you have spaced your practice and overlearned, review will be like icing on your study cake. Reviewing shortly before an exam cuts down the time during which you must remember details that may be important for the test. When reviewing, hold the amount of new information you try to memorize to a minimum. It may be realistic to take what you have actually learned and add a little more to it at the last minute by cramming. But remember that more than a little new learning may interfere with what you already know.

15 ***Using a Strategy to Aid Recall***

Successful recall is usually the result of a planned *search* of memory (Reed, 1988). For example, one study found that students were most likely to recall names that eluded* them if they made use of partial information (Reed and Bruce, 1982). The students were trying to answer questions such as, "He is best remembered

as the scarecrow in the Judy Garland movie *The Wizard of Oz.*" (The answer is Ray Bolger.) Partial information that helped students remember included impressions about the length of the name, letter sounds within the name, similar names, and related information (such as the names of other characters in the movie). A similar helpful strategy is to go through the alphabet, trying each letter as the first sound of a name or word you are seeking.

16 ***A Look Ahead***

Psychologists still have much to learn about the nature of memory and how to improve it. For now, one thing stands out clearly: People who have good memories excel at organizing information and making it meaningful.

Dennis Coon, *Essentials of Psychology*, 6th ed.
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COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which statement best sums up the implied main idea of the entire reading?
 a. Recitation is the key to remembering.
 b. People can use several techniques to improve memory.
 c. Most people forget because they don't really try to remember.

Supporting Details

2. *True* or *False.* It's always better to practice whole packages of information rather than small pieces. _____

3. In your own words, describe the *serial position effect.*

4. In your own words, what is the *progressive part method?*

5. Generally, which is better, *spaced* or *massed practice*?

Why is it better?

6. Explain how a good memory can be like a fish net.

Analyzing Paragraphs

7. How would you paraphrase the topic sentence in paragraph 4?

Inferences

8. In paragraph 3, what implied main idea is made more convincing by the author's discussion of an experiment?

Transitions

9. What two transitions does the author use in paragraph 2?

Patterns of Organization

10. Overall, this reading relies on which pattern of organization?

a. comparison and contrast

b. cause and effect

c. process

DIGGING DEEPER What techniques described by the author do you think you are likely to use? Which ones do you already use? Are there any additional suggestions you would offer to someone who wanted to remember more and forget less?

WRITING SUGGESTION Describe a childhood experience that has lingered in your memory. Before you begin writing, focus on your memory of the experience and see how many specific details you can recall.

■ READING 9

I Lived to Tell About Japan's Medical Miracle, Nicholas D. Kristof

LOOKING AHEAD Nicholas D. Kristof, the author of this reading, has first-hand knowledge of medical care in Japan. Based on that knowledge, he makes some interesting comparisons between the U.S. health care system and that of Japan.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

paradox: seeming contradiction

gall: nerve, arrogance

bureaucracy: departments and their officials

consultation: a meeting in which expert advice is given

scowled: frowned

negligence: an act of carelessness

plebeian: relating to the common people

liberalized: made easier, more open

pharmaceuticals: drugs for medical treatment

dispensation: a release from an obligation

bleak: dismal and disappointing

camaraderie: friendship

FOCUS QUESTION Exactly how does Japan's medical care differ from ours?

1 EVERYBODY THINKS THE JAPANESE MEDICAL SYSTEM IS ONE of the best in the world; everybody except the Japanese. Japan has the longest life expectancy in the world, eighty years (as against seventy-seven in the United States), yet proportionally it spends only about half as much of its national income on medical care as the United States. But just try and find a Japanese who has anything nice to say about the medical system.

2 That paradox* had bothered me for some time, and I was searching for a way of getting behind the statistics to explore the health care system in Japan when the challenge resolved itself. Earlier this year, in the middle of the night, members of an ambulance crew barged through my front door in Tokyo, eyeing me ap-

prehensively and checking their masks and rubber gloves as they prepared to cart me off to the nearest hospital.

3 Though I did not entirely appreciate it at the time, it was a terrific opportunity to come to a richer understanding of Japan's medical system. I had just returned from the central African jungle a week earlier, and that day I felt an ache in my joints. By nightfall I had a fever of 104 degrees and felt as if a truck had run over me. I was pretty sure I had malaria, and so I called a Japanese colleague for suggestions.

4 A few minutes later the pounding on the door began. My colleague had called emergency services, which had immediately dispatched an ambulance team equipped with suits and masks that made its members look like they were ready for biological warfare.

5 One advantage of Japanese ambulances, I discovered, is that they are free. In fact, the Japanese think Americans have incredible gall* to charge for taking someone to the hospital in an emergency. But the downside is that the ambulance crews do not have much training or equipment and are in the business of transport rather than treatment.

6 The doctors at Hiroo Hospital had never encountered a potential malaria patient before, so they established that I would survive the night and politely asked me to come back in the morning. The ambulance crew had gone by then, so I walked home.

7 The next morning I waded through the hospital bureaucracy* and sat about in lines—one of the chief complaints that many Japanese make about their medical system. There is a joke in Japanese about the "three-hour wait and the three-minute consultation.*" It is usually impossible to make an appointment to see a doctor in Japan, so the custom is to go to the doctor's office and wait. And wait. And wait. And stew.

8 In my case, I got to see a physician after forty-five minutes. He asked about my symptoms, scowled,* consulted a textbook, and said: "We're very busy today. Why don't you come back in two days for a blood test and physical exam?" "But if I've got malaria, I need a blood test immediately," I said. "People can die very quickly." The doctor looked grumpy. He looked down at his textbook, startled at a patient who talked back. Japanese doctors are famous for never telling patients anything, particularly bad news.

9 In one leading case, a doctor lied to a 50-year-old nurse named Kazuko Makino, telling her that she had a gallstone when in fact she had gall bladder cancer. As a nurse, Mrs. Makino thought

she understood her problem and believed it not life-threatening, so she delayed further treatment for three months, when it was too late. She died and her husband sued the doctor for negligence.* The doctor testified that he did not tell Mrs. Makino the truth because she might have been "shocked," and the Supreme Court ruled in 1995 that the doctor was justified.

10 My story is not so tragic, as you might surmise from the fact that I am telling it. Indeed, while the doctor struck me as dangerously incompetent, there was a kind of happy ending: after spending twenty minutes with me, insisting to me that I did not have malaria and could not be tested for another two days, he evicted me and the nurse gave me the bill. Eight dollars.

11 All in all, if you are going to be dangerously misdiagnosed by a doctor, it is a delight to be charged only $8. If an American doctor had spent that much time misdiagnosing my ailment, I would have been charged far more.

12 In the meantime, my office had located Japan's leading specialist on malaria, Dr. Mikio Kimura at Tokyo University. He was as impressive as the other doctor was not. Dr. Kimura instructed me to come over immediately for a blood test, and announced after a brief interval that I had falciparum malaria, the most lethal kind, and that there was already some liver dysfunction.

13 "I'm sorry but this is an old hospital, and conditions are rather primitive compared to America," Dr. Kimura apologized. "The only bed is in a room with six people." So I took a bed with a fellow who coughed and spit and moaned all night on one side, and a snorer on the other.

14 The conditions, however bad, at least underscored the democracy of Japan's medical system. One reason the country's health statistics are so outstanding is that few are left outside the umbrella—partly because of a national health insurance system—and so hospital access is as equal and universal as the rooms are plebeian.*

15 Soon another shortcoming of the Japanese medical system became apparent: its barriers to medicines common elsewhere in the world. I learned that the drugs normally used to treat malaria were banned by the powerful Health and Welfare Ministry, which holds the medical industry in its rigid and arthritic grasp. Despite long-standing American demands that imports of foreign medicine be liberalized,* Japan still keeps out many medications—even Tylenol.

16 Moreover, doctors make up for low fees by selling huge amounts of pharmaceuticals* directly to patients at large mark-

ups. As a result, the average Japanese spends 1.6 times as much on drugs as the average American.

17 The standard treatment for my kind of malaria is a medicine known as larium or mefloquine, available pretty much everywhere except Japan. Fortunately, my doctor had his own private supply, apparently for experimental purposes, and I was relieved to be part of the experiment.

18 After settling in to the hospital, I came to a richer understanding of the country's relatively low spending on health care. The hospitals are run by cheapskates. When I tried to get a drink, the nurse explained that I must supply my own cup. When the meal came around, there were no utensils—the patient must supply the chopsticks. And when the nurses gave me special dispensation* to take a shower on Tuesday (men are normally allowed to bathe Mondays, Wednesdays, and Fridays, with women getting the other days), they told me I must supply soap, towel, and shampoo. There was no phone or TV in the room, and the shared toilets were a hike down the hall. But in fact the experience was not bleak* at all. My camaraderie* with fellow patients made it an experience vaguely like summer camp for kids: we exchanged jokes, symptoms, and a yearning to get out of here.

19 Dr. Kimura released me from the hospital after five days—I might have emerged earlier, but Japan tends to hospitalize people longer than America—and the best surprise was the bill. Including drugs, tests, the hospital room, and everything else, it came to less than $1,000. Almost all Japanese are members of national insurance schemes that require the patient to pay about 30 percent of the bill, so for a Japanese the out-of-pocket expense would have been less than $300.

20 While my earlier experience at Hiroo Hospital had been scary, ultimately I was treated as well as I would have been in the United States—for a fraction of the cost. In the end I came to see Japan's medical system, for all its performance records, not as a new Mercedes but an old Volkswagen: a "people's car" that is cranky and slow but gets you where you want to go.

21 I'm not sure whether I was more impressed or depressed by the cost-cutting, but when American friends ask me where they can stay cheaply in Tokyo, I have a ready answer: the hospital. Just bring your own soap.

Nicholas D. Kristof, "I Lived to Tell About Japan's Medical Miracle," *New York Times*, November 30, 1997, p. 10.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letters of the correct answers.

Main Idea

1. Which statement best sums up the main idea of the entire reading?
 a. The Japanese are horrified by how expensive their medical care has become in the last decade.
 b. Although the Japanese health care system has some shortcomings, it is certainly as good as the American system, which costs much more.
 c. The Japanese system of health care is much better than the American system.

Supporting Details

2. What joke do the Japanese make about visits to a doctor?

3. The author compares Japan's medical system to what?

What does that comparison tell readers about Japan's medical system?

4. How did the author account for Japan's relatively low spending on health care?

Analyzing Paragraphs

5. Paragraph 9 is a minor supporting detail. It serves to illustrate a point made in the previous paragraph. What point does it illustrate?

Transitions

6. Paragraphs 4 and 7 use time-order transitions that do not appear in Chapter 6 or 8. Still, based on your knowledge of time-

order transitions, you should be able to identify them anyway. The two transitions are

Inferences **7.** From paragraph 8, you can infer that

a. Japanese doctors tend to be cranky.

b. Japanese patients do not usually challenge their doctors.

c. The author likes to contradict those in authority.

Patterns of Organization **8.** What patterns of organization do you see at work in this reading?

Tone **9.** How would you describe the author's tone?

a. tragic and sad

b. amused but serious

c. emotionally neutral

Bias **10.** Which statement best describes the author's position?

a. The author favors the American medical system.

b. The author favors the Japanese medical system.

c. The author is fair to both sides and favors neither one.

DIGGING DEEPER How do you think a Japanese doctor who read Nicholas Kristof's article would react? Would the doctor be annoyed or pleased? Explain.

WRITING SUGGESTION Many people are so afraid of hospitals, they won't even visit friends or loved ones who have been hospitalized. Yet hospitals are places of healing. Write a paper that tries to explain this paradox by offering at least two reasons why so many people suffer from hospital phobia.

■ READING 10

ON BEING A GAY ATHLETE, Robert Lipsyte

LOOKING AHEAD When football player Corey Johnson decided to come out and admit his homosexuality, he was terrified. He knew full well that his teammates would be shocked. His fear, however, didn't stop him, and he rose to the challenge with surprising results.

WORD WATCH Some of the more difficult words in the reading are defined below. Look them over before you begin reading.

claustrophobic: fearful of small spaces

diversity: difference

socialization: learning the ways and habits of a particular group or culture

manipulative: managing or controlling in an underhanded way

liberating: freeing

machismo: strong, often exaggerated sense of masculinity

innuendo: an indirect, usually insulting or sexual statement

bravado: a defiant, usually false show of courage

orientation: leaning or direction

retrospect: looking backward in time

cohesiveness: unity or togetherness

divisive: causing a lack of unity

materialize: become real or concrete

FOCUS QUESTION What was Corey Johnson afraid of, and do you think his fears were justified?

1 WHEN COREY JOHNSON TOLD TEAMMATES ON THE MASCONOmet High School football team last spring that he was gay, the two other starting linebackers responded characteristically. Big, steady Dave Merrill quietly absorbed the almost physical shock, then began worrying if the revelation would divide the team. Merrill said he decided to take it on as a challenge, a test of the cap-

taincy the two shared and a test of his own character. Jim Whelan, the artist, said he looked into Johnson's eyes and saw a need for instant support. He broke the silence by saying, "More than being teammates we're your friends and we know you're the same person."

2 Their reactions were critical in the risky, uncharted, carefully planned campaign to bring out of his increasingly claustrophobic* closet an American icon, the hard-hitting football hero. The campaign involved Johnson's parents, teachers and coaches, as well as a gay educational agency, all encouraged by the administration of a school with a long history of diversity* training. One measure of their success will be seen Sunday when Johnson, who turned eighteen on Friday and will graduate in June, speaks in Washington at the Millennium March for Equality.

3 For gay activists trying to shatter stereotypes, Johnson is a rare find, a bright, warm quick study who also wrestled and played lacrosse and baseball as he earned three varsity letters on a winning football team. For athletes, whose socialization* often includes the use of homophobia by manipulative* coaches, he is a liberating* symbol. And for school systems struggling with such complex issues as diversity, tolerance and jock culture, his story is a hopeful model.

4 "Someday I want to get beyond being that gay football captain," Johnson said, "but for now I need to get out there and show these machismo* athletes who run high schools that you don't have to do drama or be a drum major to be gay. It could be someone who looks just like them."

5 At five feet eight inches and 180 pounds, Johnson had to make up for drama-club size with the speed and brutality of his blocking and tackling. "He hit like a ton of bricks," said Whelan, who became his friend in seventh grade because, he recalls, "he had a strong mind, he liked to think and he was unwilling to accept injustice."

6 Others in school, including the girls he refused to date ("It's not fair to use people as pawns," he said), were attracted by his friendliness and sly wit. Asked for publication in the yearbook how football captains spent the night before a game, he said, "I go to sleep early with my Tinky Winky." And he indeed has one of those purple Teletubby dolls "outed" by the Rev. Jerry Falwell, crammed in a corner of a stereotypically messy room filled with trophies, athletic posters and balled-up T-shirts.

7 "This is a great kid with a mind of his own," said Coach Jim Pugh, who faced down a booster club president who wanted

Johnson's captaincy revoked. "My issues with him were not gay-related. They were about who knows better how you step out on certain defensive plays."

8 Johnson said he had suspected his homosexuality since sixth grade, but suppressed thinking about it. In the high school's "elite jock mix" of heterosexual innuendo* and bravado,* he came to realize "this just isn't me." His crushes were on other boys.

9 "In health class a teacher told us that in every large group of friends, one turns out gay," he said. "When I was lonely and depressed and isolated, I kept thinking, "Why does that have to be me?" I wanted to live a quote normal life."

10 In the fall of 1997, in the first game of his varsity career, as a sophomore starting at both right guard and middle linebacker, his blocking was so effective and he made so many sacks that the line coach awarded him the game ball. Yet, he was so afraid that everyone would hate him when his secret was revealed that he was often unable to sleep at night or get out of bed in the morning.

11 He would reach out on the Internet in a teen chat room on a site called Planetout.com finding other gay youngsters, even other gay football players. For years, he has exchanged e-mail messages with a gay right guard in Chicago.

Slurs at Family Party Create Heartache

12 Johnson's decision to come out began taking shape during his family's 1998 Super Bowl party in the living room of its rented townhouse in this suburb twenty-five miles north of Boston. One of his uncles pointed at the comedian Jerry Seinfeld in a television commercial and described him with a gay slur, and said that such "sick" people needed to be "put into institutions." Another uncle laughed. Corey's mother, unaware at the time of Johnson's sexual orientation,* said she chided her brothers and asked them not to use such language.

13 Johnson said he went into the bathroom and cried. A month later, he told his guidance counselor and biology teacher that he was bisexual. He says he was a virgin at the time. Later, he told his lacrosse coach that he was gay. All three were supportive. They also began to understand his moodiness and mediocre grades.

14 He told no one else during that summer and the football season of his junior year. He joined the school's Gay Straight Alliance, which was made up mostly of straight girls. Since he was known for defending kids being hazed or bullied, no one found

this remarkable. In December 1998, the football team voted Johnson and Dave Merrill co-captains.

15 After Christmas vacation, he decided to tell his parents. His father already knew. He had read an exchange between Johnson and a gay e-pal. For months, his father held the secret; he did not want to burden his wife, absorbed in ministering to her dying mother. "I dropped the ball," he said in retrospect.* "What if Corey had done something to himself?"

16 A burly, forty-five-year-old, chain-smoking former marine who drives a Pepsi-Cola truck, Rod had helped raise Johnson since the boy was one. He and Johnson's mother, Ann, who gave birth to Corey when she was single, were married twelve years ago. Johnson never knew his biological father, though he kept his last name. (For reasons of "privacy and safety," Rod and Ann agreed to be interviewed only if their last name was not published. They also have a ten-year-old daughter.) Ann's reaction, according to both of them, was the unreserved love she had always offered, but now it was tinged with fear; if people found out, would they be mean to her son, would they hurt him?

17 That spring, Donna Cameron, a health teacher at the school and a Gay Straight Alliance adviser, took the group to a conference of the Gay Lesbian and Straight Education Network, a national organization that works with Massachusetts' Safe Schools program. Johnson attended a sports workshop led by Jeff Perrotti, the organization's Northeast coordinator. Perrotti talked about challenging the entitlement of athletes and finding a way for all students to be treated as well. At the end of the session, Johnson raised his hand and said he was a football captain and wanted to come out and needed help.

Player's Statement Thought to Be a Joke

18 Perrotti, a forty-one-year-old openly gay former high school teacher, said he immediately realized what this meant. "A football captain is an icon," he said last week," and one coming out would raise the expectations of what was possible, it would give hope."

19 Masco, as Masconomet is called up here, is the regional high school of 1,300 students for affluent, predominately white Boxford, Topsfield, and Middleton. The phrase "Only in Masco," used by friends and critics, often refers to its liberal commitment to diversity and alternate education. Pugh, the football coach, a warm, steady fifty-year-old from Long Island, seems equally at home on the field and in what he calls his "touchy-feely world" as a special-education teacher.

20 Perrotti said he consulted with Bob Norton, the Woburn High School principal, who had been a football and hockey coach. Johnson's mother came to school for meetings with the staff and Perrotti. It was decided that Johnson would first tell his junior classmates on the team, on April 8, 1999, more than a year after he had first told some teachers.

21 Three days before that meeting, Cameron, fifty-two, the Gay Straight Alliance adviser, who had been out as a lesbian to friends and family, came out to her students. "I didn't want Corey to stand alone," she said last week. "I wanted to put a second human face on what for most of the kids was just an abstract when they used gay slurs. As it turned out for both Corey and me, kids found it even easier to talk to us about other problems."

22 The day before the meeting, Johnson came out to Pugh. It was fine with him, Pugh said, as long as everyone remembered that the football season was about football and that it would not become a "media circus" that would spoil everyone else's experience. That attitude prevailed; a major magazine was turned away last fall, and until now there has been no mainstream national exposure.

23 Ann and Rod were not persuaded about even this controlled coming out. Rod said, "I felt he was putting a target on his back." Ann said: "We were afraid for him that he would be hurt. But if I said no, then we were acting as if we were ashamed of who he was."

24 At the meeting, in Pugh's classroom, Johnson told his teammates that he was gay, that he hoped for their support and not to worry. "I didn't come on to you last year in the locker room and I'm not going to do it now," he said. "Who says you're good enough anyhow?" That lightly dropped remark had been scripted in the preliminary meetings. Outside, in the hall, Merrill said players asked him if it was a joke. The news spread quickly through the school. There were several scrawled gay slurs, but no one was going to go bashing the football team. "It sort of all evolved through the summer lifting program and into the season," Merrill said. "It escalated and then it dropped off. It got to be old news."

25 "At first the team was meek about it," Johnson said. "People didn't talk to me, and when they saw it was still just me they asked all kinds of questions. They wanted intimate details. They thought it would be cool to know more about the subculture. When they heard about a gay bar called the Ramrod, they asked me to get them T-shirts."

26 The most dramatic incidents were football related. Pugh said the president of Masco's active booster club, the father of four

past, present, and future players, demanded that Johnson be removed as captain for "unit cohesiveness."* Pugh told the father that he was the divisive* one, and that it was not an issue. The night before a game, the captain of the Lynnfield team made anti-gay remarks in a pep rally speech. His coach benched him. At the game, an opposing lineman shouted gay slurs in Johnson's face. "I couldn't stop laughing," Johnson said. "Here, I had come out to my teachers, my parents, and my team, and this guy thought he could intimidate me?"

27 Johnson and Perrotti like to say that the team bonded through the experience, but other players are not so sure. While Whelan and Merrill attended and spoke at gay-rights conferences, and the team once sang the gay anthem, "Y.M.C.A.," after Johnson had a particularly good game, there was an element of distraction. Merrill said "some kids were nervous and had to be talked to." Masco dropped from 10-1 in 1998 to 7-4, but Pugh attributes that to the loss of last season's quarterback and star running back. Some problems never did materialize.* When younger players complained to Merrill about having to shower with a gay teammate, he would growl, as he would to most complaints, "You're a football player, just suck it up."

Robert Lipsyte, "An Icon Recast," *New York Times*, August 30, 2000, p. 1.

COMPREHENSION AND CRITICAL READING QUESTIONS

Answer the following questions by filling in the blanks or circling the letter of the correct answer.

Main Idea

1. Which statement best sums up the main idea of the entire reading?

 a. Corey Johnson's decision to announce his homosexuality produced exactly the reaction he had expected: His teammates were shocked and angry.

 b. Corey Johnson openly acknowledged his homosexuality not just because he was tired of hiding it but also because he wanted to shatter the stereotype of the hard-hitting, heterosexual football player.

 c. Tired of hiding his homosexuality, football player Corey Johnson decided to come out, and in doing so, he became a role model for other teens fearful of acknowledging their sexual identity.

Supporting Details

2. Johnson's friends Dave Merrill and Jim Whelan supported Johnson for two different reasons?

a. _____

b. _____

3. According to the author, some coaches often use _____ to socialize their athletes.

4. Corey's mother reacted to her son's admission with unconditional love tinged with _____

Analyzing Paragraphs

5. Paraphrase the topic sentence of paragraph 27.

Inferences

6. Describe the cause and effect relationship implied in paragraphs 12 and 13.

7. In paragraph 15, Johnson's stepfather, Rod, implies that he feels regretful. What does he regret and why?

Transitions

8. In paragraph 10, there are two transitions. They signal

a. cause and effect and addition.

b. addition and time order.

c. time order and reversal.

Tone **9.** The tone is

a. admiring.

b. critical.

c. neutral.

Bias **10.** Which statement describes the author's position?

a. The author is critical of Corey Johnson's actions.

b. The author is supportive of Corey Johnson's actions.

c. The author does not reveal his attitude toward Corey Johnson's admission of homosexuality.

DIGGING DEEPER What is your reaction to Johnson's decision?

WRITING SUGGESTION Write a paper explaining why you do or do not support Corey Johnson's decision.

ANSWER KEY FOR "REVIEWING THE KEY POINTS"

Note: Answers to fill-in-the-blank questions will vary somewhat.

Chapter 1 Word Power

1. An approximate definition is not the same as the dictionary definition, but it's close enough so that you can keep reading without interruption. (p. 2)
2. The context of a word is the passage in which the word appears. (p. 1)
3. c (p. 3)
4. a (p. 2)
5. In textbooks, restatement clues are likely to be introduced within dashes or parentheses. (p. 4)
6. Readers who use word analysis check to see if an unfamiliar word contains a prefix, a root, or a suffix they recognize. (pp. 12–13)
7. Prefixes are word parts that appear at the beginning of a word and modify the root meaning. (p. 11)
8. Roots supply words with their essential or fixed meaning. (p. 11)
9. These sentences show how words change their meaning with the context. (pp. 8–9)
10. With a general knowledge clue, readers can figure out word meaning because they recognize the experience described. (p. 5)

Chapter 2 *SQ3R*: A System for College Reading

1. *SQ3R* is a five-step method for learning from textbooks. It will help you understand and remember what you read. (p. 37)
2. The three goals of a survey are: (pp. 39–40)
 (1) get an overview
 (2) develop a focus
 (3) divide the chapter into manageable sections

3. You should raise questions before you begin because they will help you stay focused, keep your mind from wandering, help you make connections, and allow you to check your comprehension. (pp. 42–44)
4. a (pp. 39–47)
5. Reciting helps you test whether or not you have really understood the material. It will also aid remembering. (pp. 50–51)
6. Reviewing tells you which chapter sections you understood and which ones you need to reread. It will also help you remember the material. (pp. 51–52)
7. To get a head start on exam preparation, during your review of a chapter you should make an informal outline. (pp. 52–53)
8. The Web can give you background knowledge. (pp. 54–55)
9. Key words are critical when it comes to exploring the World Wide Web because they save time and help you avoid irrelevant sites. (p. 55)
10. The three sets of letters that indicate that a Web site is likely to contain factual information are: edu; org; gov. (p. 58)

Chapter 3 Defining the Terms *General* and *Specific*

1. b (p. 111)
2. a (p. 114)
3. b (p. 114)
4. d (pp. 120–121)
5. c (p. 121)

Chapter 4 Discovering Topics and Main Ideas

1. Identifying the topic is the first step toward understanding a paragraph. (p. 142)
2. The topic of a paragraph is the subject under discussion. (p. 143)
3. The main idea of a paragraph is the central point or message. (pp. 148–149)
4. Any reader can paraphrase the main idea; only the author can write the topic sentence. (p. 150)
5. False (p. 150)

6. Transitions are verbal bridges that show relationships and help readers connect ideas. (p. 161)
7. Transitions indicating a reversal or shift in the author's train of thought. (p. 162)
8. If a paragraph contains a two-step topic sentence, it is up to the reader to combine sentence parts and construct a topic sentence. (pp. 166–167)
9. To paraphrase means to put someone else's ideas into your own words. (p. 170)
10. It tests your understanding. (p. 170)

Chapter 5 Inferring Main Ideas

1. False (p. 203)
2. False (p. 203)
3. False (p. 205)
4. True (p. 203)
5. Inferred main ideas and topic sentences should both sum up the paragraph. (p. 205)
6. Effective inferences are based on the author's words. (pp. 210–211)
7. Ineffective inferences are based more on the reader's experience. (pp. 210–211)
8. Effective inferences keep readers in touch with the author's meaning. (pp. 210–211)
9. Ineffective inferences are likely to distract the reader from the author's meaning. (pp. 210–211)
10. Writers and speakers are the ones who supply the verbal clues that imply a meaning. Readers and listeners are the ones who use the clues to infer a meaning. (p. 205)

Chapter 6 The Function of Supporting Details

1. F (p. 245)
2. T (p. 247)
3. T (p. 245)
4. F (p. 246)
5. F (p. 245)
6. T (p. 254)

7. F (pp. 253–254)
8. F (pp. 253–254)
9. F (p. 266)
10. F (p. 272)

Chapter 7 Beyond the Paragraph: Reading Longer Selections

1. A multiparagraph reading makes two demands: On the one hand, you have to grasp the main idea of each individual paragraph, but you also need to figure out what each paragraph contributes to the overall main idea. (p. 297)
2. In longer readings, the sentence or sentences that express the main idea are called thesis statements. (p. 295)
3. Like major and minor supporting details, major and minor supporting paragraphs make the main idea clear and convincing. They limit possible interpretations and answer questions readers might have about the main idea of the entire reading. (p. 296)
4. Much of the time the thesis statement of a reading appears in the opening paragraphs. (p. 296)
5. If you read an article, essay, or chapter section and don't find any general statements that sum up the more specific ones, you need to infer the main idea. (p. 309)
6. Informal outlines are particularly appropriate for highly detailed material. (p. 336)
7. In addition to condensing and abbreviating, experienced note takers are always ready to change the order of ideas if that helps them better remember and understand the relationships. (p. 324)
8. In an informal outline, you can use just about any symbols you choose, but you should always paraphrase and indent to show relationships. (p. 324)
9. You can use chapter summaries if you are reading a textbook that is not filled with definitions and details. (p. 336)
10. Generally speaking, a summary should reduce the original reading to about one-quarter of its original length. (p. 336)

Chapter 8 Recognizing Patterns of Organization in Paragraphs

1. The definition pattern always includes a key term followed by a detailed definition. (p. 362)

2. Writers who use the sequence of dates and events pattern present a series of dates and events according to the order in which they occur. (pp. 366–367)
3. Writers use the process pattern when they need to explain how something works, functions, or develops. (p. 374)
4. In the context of paragraph patterns, comparing means pointing out similarities. (p. 380)
5. In the context of paragraph patterns, contrasting means mentioning differences. (p. 380)
6. F (p. 381)
7. Cause and effect paragraphs explain how one event leads to another. (p. 389)
8. In a cycle of causes and effects, one effect becomes the cause of another. (p. 389)
9. When authors use the classification pattern, they begin by explaining how a large group is broken down into smaller subgroups or categories. Then they describe each category. (p. 397)
10. The subgroups or categories in the classification pattern may or may not be named. (p. 398)

Chapter 9 Combining Patterns in Paragraphs and Longer Readings

1. False (p. 438)
2. True (p. 440)
3. False (p. 440)

Note: Throughout the chapter, the emphasis is on using patterns to identify key elements.

4. True (p. 440)
5. False (pp. 440–441)

Chapter 10 Reading Charts, Graphs, and Tables

1. In pie charts, each piece or slice represents a percentage of the larger whole. (p. 484)
2. Pie charts are used to show the importance or size of various groups or items. (p. 484)
3. Line graphs help you visualize changes that have or will take place over time. (p. 488)
4. In a line graph, the horizontal axis is the straight line going from left to right. (p. 488)

5. The vertical axis is the straight line going from bottom to top of the graph. (p. 489)
6. Bar graphs come in handy when writers want their readers to compare and contrast a number of increases or decreases over a period of time. (p. 492)
7. When a bar graph traces increases or decreases over time, the horizontal axis often identifies the individual years. (p. 493)
8. Flow charts help readers visualize the steps in a process. (pp. 496–497)
9. If you find a selection difficult to read, look at the flow chart while you read. If the passage is not difficult, look at the flow chart after you read. (p. 498)
10. Tables are useful for summarizing a large body of information in abbreviated, easy-to-read form. (p. 499)

Chapter 11 Becoming a Critical Reader

1. Unlike opinions, facts can be verified. (p. 519)
2. Statements of opinion are heavily influenced by a person's personality, background, and training. (p. 520)
3. Try as they might to avoid it, authors often reveal a bias in their writing. (p. 521)
4. To deserve respect, opinions need to be justified. (p. 528)
5. In the context of writing, the word "tone" refers to the attitude or feeling that comes through in an author's words. (p. 534)
6. Slanted language is highly charged with positive or negative connotations. (p. 535)
7. In the context of writing, diversionary tactics are meant to distract readers from the author's lack of reasons or evidence. (p. 541)
8. In addition to circular arguments, the author introduces three other diversionary tactics. They are attacking the person, offering false alternatives, and making careless comparisons. (pp. 542–543)
9. Writers who use propaganda techniques rely heavily on emotional appeals that disguise their lack of a reasonable argument. (p. 547)
10. Two commonly used propaganda techniques are bandwagon or testimonial and card stacking or red herring. (pp. 547–550)

ACKNOWLEDGMENTS

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Selections from

XTH EDITION

Reading Power

James I. Brown
University of Minnesota, Emeritus

Vivian V. Fishco
President, Success Enterprise
Educational Consultant and Author

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Conversion Tables S115

NAME _____ CLASS _____ DATE _____

1 Getting Better Grades

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context	Definitions
1. ____ your <u>academic</u> success	a. cost, extent of damage
2. ____ will <u>pose</u> no problem	b. school
3. ____ this <u>ensures</u> personal involvement	c. efforts
4. ____ the fearful <u>toll</u> of forgetting	d. highest point
5. ____ slightly <u>modified</u> form	e. cause, create
6. ____ <u>culmination</u> of your efforts	f. changed, altered
7. ____ <u>frantic</u> all-night cramming	g. guarantees
8. ____ reading and listening <u>endeavors</u>	h. primary, highest degree of
9. ____ the <u>utmost</u> importance	i. makes known
10. ____ it <u>releases</u> all information	j. desperate, frenzied

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B. LEANING ON PARTS

Plicare means "fold." When you see *plic, plex, ply,* or *ploy* in a word, look for that meaning. Fill in the following with forms of *plicare.*

1. To state clearly or unfold meaning is to be ex_____.
2. It's not what you say but what you fold in or im_____.
3. To fold troops into position is to de_____ them.
4. There are two families in the big du_____ next door.
5. How would you re_____ to that question?

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *academic, culmination, endeavors, frantic, ensures, modified, pose, released, toll, utmost.*

1. The (cost) _____ was 300 persons dead or missing.
2. The new product was (made known) _____ to the public.
3. The (highest point) _____ of the actor's success was reached in his last performance.
4. Her (efforts) _____ to acquire a high-paying job were successful.
5. My (school) _____ interests conflicted with my interest in sports.
6. The track star's ability to throw the javelin (guarantees) _____ his success.
7. The drama critic soon (changed) _____ her ideas about the play.
8. The meeting between the heads of states was a matter of the (highest degree of) _____ secrecy.
9. Last-minute cramming for an exam can be a (desperate) _____ experience.
10. If a young couple wants to get married, the parents may (cause) _____ a problem.

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Reading 1

Getting Better Grades

BEGIN TIMING

Did you hear about the student in the bookstore? He was failing and asked the clerk if there was a book to help him get better grades. The clerk picked up a how-to-study guide and said, "Here's one that will do half your work for you." The student brightened up immediately. "Fine!" A pause while he did some mental arithmetic. "Fine! I'll take *two.*"

Sounds like another musical, doesn't it—*How to Succeed in College without Really Trying!* Well, if it weren't for all those quizzes, midterms, and finals, it might be that easy. Even those, however, with the right approach, will pose no problem.

Requirements

But what *is* the right approach? You want a substitute for that common frantic all-night cramming, that washing down of chapter after chapter with strong black coffee. By exam time that regimen means bleary eyes and fuzzy mind—means unwanted *D*'s instead of hoped-for *B*'s.

As a substitute, you need an approach that is comprehensive, simple, appealing, and, above all, effective.

1. *Comprehensive.* It must cover everything—lectures as well as reading.
2. *Simple.* A complex system may work well, judging from research. But if it's too complex, it just wc 't be used. Those good grades will be as elusive as ever.
3. *Appealing.* It must have sufficient appeal to be actually used. Take the SQ3R system, for example. Three weeks after its presentation in detail to one of our classes, the students were asked what SQ3R stood for. Only 3 percent knew exactly. Obviously, no more than that number could possibly be applying the system. Insufficient appeal.
4. *Effective.* It *must* work—and work better than other approaches. That's of the utmost important, of course.

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The Natural Approach

Actually every single chapter in this book contributes significantly to your academic success. Better readers *are* better grade-getters, other things being equal. And this book focuses on developing and refining a wide variety of reading and vocabulary-building skills.

Now is the time to fit parts together into a special grade-getting approach. Look on it as either a capstone or culmination of your efforts. Here it is.

Identify. This is a natural first move, lying at the very heart of all your reading and listening endeavors. You can't remember everything you read and hear. As mentioned earlier, you must learn to identify essentials and note meaningful relationships. This you should already know how to do efficiently.

Extract. This second step does involve something new. Mark each notebook page by drawing a line down the left side about two inches from the edge. When you finish reading a few pages, enter your summary of essential material on the right-hand portion of the page. Make your notes complete enough so you'll be able to understand them later. Continue in this way until you have finished your reading. Take lecture notes the same way, using the right-hand side.

Speaking of lectures, someone once described the lecture system as a way of getting information from the notes of the teacher to the notes of the student, without affecting the minds of either. This mustn't happen with you. Be sure, as you listen or read, to take notes in your own words. This ensures personal involvement. This runs ideas through your mind and into your notes, putting your own mark upon them.

Label. After completing your notes, master the material. Go back to the beginning and write down a word or phrase in the left-hand margin opposite each idea or point in your notes. Use words that will best help you recall the full information. Think in terms of a computer. You feed it a key word. It releases all information it has on that point. Your key entries in the left-hand narrow margin will function the same way, providing a convenient handle for picking up the information. Treat lecture notes as you do your reading notes. After class, look them over, supplying key words in the left margin.

Recite. Here's where you can appreciate the full advantage of this approach. You see, it's not enough to read and comprehend. You must also remember. This above all! Research indicates that after two weeks, without recitation, you'll remember only about 20 percent. With recitation, however, that figure becomes 80 percent—*four times more.*

The review is simplicity itself. Just cover the notes on the right side of your notebook. Then start down, looking at each key word or phrase on the left. With that as a clue, recite aloud the full information on the right

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for which it stands. Uncover, then, to check how accurately and fully you know the material. Continue through in this way. Correct any mistakes. Add any omissions. Restudy any points not remembered.

Recognize this as a fact of life. Suppose that key word doesn't now trigger the information covered on the right. Don't expect that on an exam something—perhaps the same key word in one of the questions—will, like magic, bring the information flooding into your mind. It just doesn't work that way. If it works for your review, fine. You can expect it to work also during the exam. During review, restudy, if you can't recall the material on the right. That's your true, natural test of mastery—being able to recite your notes completely when seeing the key word.

Cautions

Don't use a formal outline as you take notes. Concentrate on content. Some things just don't lend themselves easily to outline form.

Don't misschedule your review-recite sessions. Remember—you forget most right after you've learned or reviewed something. For that reason, schedule your review immediately before the examination. At least minimize the time between review and exam to minimize the fearful toll of forgetting.

As you can see, this approach is indeed an easy, natural approach. It is a slightly modified form of one described and advocated by Dr. Walter Pauk. He says that "over 98 percent of the students instructed in this approach continue to use it and report unusual success." Why not join the ranks? Enjoy similar success yourself.

Length: 1000 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

GETTING THE FACTS

1. How many copies of the how-to-study book did the student decide to buy? (a) one (b) two (c) three (d) four — 1. ____

2. Specific mention was made of what system? (a) PQRST (b) OARWET (c) SQ3R (d) SPD4 — 2. ____

3. You were asked to think of the approach advocated here as a (a) capstone. (b) shortcut. (c) cure-all. (d) study-substitute. — 3. ____

4. You are cautioned not to use (a) ink. (b) shorthand. (c) a formal outline. (d) a typewriter. — 4. ____

5. About what percentage of the students taught this approach continued to use it? (a) 13 percent (b) 36 percent (c) 46 percent (d) 98 percent — 5. ____

GETTING THE MEANING

6. The main focus is on (a) taking notes. (b) improving study techniques. (c) taking tests. (d) using recitation. — 6. ____

7. Most emphasis is on (a) the simple. (b) the appealing. (c) the effective. (d) the comprehensive. — 7. ____

8. What was the point of the lecture system definition? To make sure that notes are (a) complete. (b) not busy work. (c) translated into sounds. (d) not too detailed. — 8. ____

9. Apparently it is most important to (a) involve yourself. (b) be efficient. (c) plan carefully. (d) practice often. — 9. ____

10. Figures as to the numbers of students using this program were to show (a) its effectiveness. (b) the degree of interest. (c) its simplicity. (d) the degree of need. — 10. ____

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MAKING THE APPLICATION

To learn how to do anything, even some very simple things, you have to try them yourself. Try this new system on the first page only of selection 37, using the space marked off below.

Word or phrase labels	Fairly complete summary of essentials

Establish this as your system for both lectures and textbook reading. It works if you'll form the habit right now and put it to weekly use.

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MAKING THE APPLICATION

THE SSQ FORMULA

Before a new pitcher heads for the mound, he takes time to warm up. Before you begin reading, you too should do some warming up—some preparing.

When you sit down to study, those first few minutes are not too productive. Interest and concentration cannot be switched on and off, as a light switch. Unrelated thoughts have to be pushed out gradually, as you begin a new activity. Can you shorten this warm-up process? Yes—by the following formula.

Survey: This first step gives you the best possible overview in the shortest possible time. To survey an article or chapter, read the title, the first paragraph, all headings, italicized words, and the last paragraph. You should then have the bare essentials.

To illustrate, note the underlined parts here. They are what you would read in your survey. If you can read the entire 500-word selection in two minutes, it will take only twelve seconds to survey it. Or take a longer chapter from an anthropology text. Surveying the 7,650-word chapter means reading only 350 words—over twenty-one times faster than normal reading. This diving in head-first forces almost immediate concentration.

Skim: Skimming builds up an even stronger foundation. For this, read the title and first paragraph, as in survey. Then read the first sentence and key words in all the following paragraphs, plus any headings, boldfaced type or italicized words. When you reach the last paragraph, read it completely. This means rereading all parts covered in the survey, but taking an important next step. This selective reading, of from 20 to 40 percent of the material, takes only about a fifth to a third your usual reading time. Note the parts in bold type on this page. It marks what you would cover in skimming. Instead of two minutes, it should take only fifty-two seconds.

Questions: Generally, a faster-than-comfortable reading speed means better-than-usual concentration. One student, however, slipped into an unfortunate habit, while trying to develop added concentration. He tried so hard to finish a certain number of pages in a limited time that he was not actually reading—just going through the motions. To break himself of this habit, he used this third step—raising questions.

More than anything else, a question is likely to drive unwanted thoughts out of mind. This tends to shorten the needed warm-up period. Raise questions both after surveying and after skimming the material. For example, the reader who reads the title and consciously asks, "What does SSQ stand for?" will obviously read with much more purpose than one who has not evidenced such curiosity. When you survey and skim, much is missed. In a sense, however, this tends to encourage more questions than in normal reading, making this dynamic third step an almost automatic consequence of the first two.

So—use these prereading steps. Survey the material. Skim it rapidly. Then raise questions—ideal preparation for the reading to follow.

Reading 2

Surviving the Information Avalanche

JAMES I. BROWN

How fortunate you are to be living in the information age. Right? Better think again. This information age has spawned a veritable avalanche of print that threatens to bury us all alive. Unless? Yes, read on for possible help.

BEGIN TIMING

Our overwhelming flood of words is both wonderful and impossible. So wonderful to have this unbelievable wealth of knowledge! So impossible to deal with it! Actually, it's a two-fold problem—print-on-paper, print-on-screen.

Print-on-paper has been growing ever since Solomon's day. You remember what he said, "Of making many books there is no end." He couldn't begin to know that the Library of Congress now reports over 300,000 different titles a year. You'd have to read more than a book a minute to keep up with that avalanche of print. And that's only books. What about magazines, newspapers, brochures, and letters? One expert, talking about technical information, said it was coming out at a rate of 60 million pages a year. Reading eight hours a day, he added, it would take you until 3363 to finish one year's outpouring.

Add to that the relatively new print-on-screen avalanche. Surf the World Wide Web. What information is out there in cyberspace? Suppose you want to know about "senior citizen health." You go to the search engine Excite. You type in that subject. The screen tells you there are exactly 2,808,486 finds! And that's only one subject. What a challenge screen reading is. How wonderful! How impossible!

Obviously, time is of the essence. A 48-hour day would help. But time, that most precious commodity, comes only in 24-hour segments—no more, no less. What's the solution? *Making time.* That's quite different from adding to time, an impossibility. As little as fifteen to thirty minutes a day can do the trick. That thin sliver of time can make you well over twenty-one additional hours a week.

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Here's how it works. Suppose you now read at 250 words per minute (wpm). And suppose you read three hours a day on average—on paper or on screen. By doubling your reading rate, you have, in a sense, made yourself twenty-one extra hours a week. You can now do forty-two hours of reading in twenty-one hours' time. In a year that means you've made yourself 1,092 hours. And don't think you have to stop with doubling your rate. Many readers triple or quadruple their rate; that means 2,184 or 3,276 extra hours a year.

But, improving your reading speed should, in fact, serve three functions, not one. It should act as time-stretcher or hour-maker, problem-solver, and experience-extender. Carlyle catches that broad perspective so well. Remember? He wrote, "All that mankind has done, thought, gained, or been; it is lying as in magic preservation in the pages of books."

Let's be specific. Exactly how can you increase your reading rate? By taking off the brakes! You wouldn't think of driving your car with both hand and foot brake on. Yet, as a reader, you probably have several brakes on. Let's check the three most common.

Regressing

The first brake is regressing. That's looking back every now and then at something already read. It's like stepping backward every few yards as you walk—hardly the way you move ahead in a hurry. Why do readers regress? It may be pure habit. After all, when we started reading we looked back all the time. It may just be lack of confidence or mind wandering. It may be a vocabulary deficiency or an actual missing of a word or phrase. See what it does to—it does to a complex sentence—complex sentence like this, which seems even more tangled—more tangled than usual as the—the eyes frequently—eyes frequently regress—regress. Obviously, this all-too-common habit plays havoc with reading speed, comprehension, and efficiency.

Eye movement photographs of some 12,000 readers show that college students regress on the average of fifteen times in reading only 100 words. To be sure, they performed better than the average ninth grader, who regressed twenty times. In short, regressions probably consume one-sixth or more of your precious reading time. That makes them a major retarding factor. Release this brake; enjoy an immediate spurt in reading speed. Class results show that an awareness of this problem, which you now have, plus application of the suggestions to follow, should bring an 80 percent decrease in regressions.

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Vocalizing

A second common brake is vocalizing—pronouncing the words to yourself as you read. As beginning readers we were probably taught to pronounce words, syllables, and even letters. No wonder traces of this habit persist, interfering later on with general reading efficiency. To see for yourself how vocalizing slows reading speed, read these words slowly, pronouncing aloud as you read, sounding the syl - la - bles and even l - e - t - t - e - r -s.

At the lip level, vocalizing pulls reading down to the speed of speech, probably well below 175 wpm. To diagnose, put a finger over your lips as you read silently. Do you feel any movement? To rid yourself of the habit, keep a memory-jogging finger on your lips as you read.

Vocalizing at the voice-box level is far more common and much less obvious. If your top reading rate was close to 275 wpm, you have reason to suspect that kind of vocalizing. Check further by placing your thumb and forefinger lightly on each side of your voice box. If, as you read silently, you feel faint movements, you know your problem, an important step toward its solution.

Word-for-Word Reading

The third major brake is word-for-word reading. To move 200 books, you certainly wouldn't take 200 trips, one book a trip. Ten trips, twenty books a trip would be more likely. As a reader, keep that same principle in mind.

Eye movement photographs show that in reading, the eyes move jerkily along a line of print, making a series of short stops to permit reading a portion of print. Research indicates that even college students without special training are word-by-word readers, taking in only 1.1 words per fixation or look. Obviously one way to double or triple your rate is by learning to take in two or three words at a glance instead of the usual one.

There they are—the three major causes of reading inefficiency, the three brakes that hold your reading to a snail's pace. Release them and enjoy immediate returns. Fortunately, one single key principle, properly applied, will do the job.

The Solution

Every successful reading improvement course relies heavily on this key principle—faster-than-comfortable reading. This principle automatically reduces regressions. You're pushing ahead too fast to look back. Furthermore, you have less time to vocalize; that bad habit begins to disappear. Finally, the added speed actually forces you to deal with word groups, not single words.

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Put this principle to immediate use. Practice faster-than-comfortable speeds with the selections in this book. Don't worry too much at first about comprehension. That will come later as you gain added experience and skill at the faster speeds. Keep an accurate record of your rate with each selection in the back of the book. Make yourself hundreds of additional hours. The need is imperative.

One word sums up our times better than any other. The word *change!* But hasn't change always been present? True. But never at such breakneck speed. Today it's more than change. It's unprecedented change, revealed largely through the information avalanche. At such a time, reading gives you the best tool possible for keeping up in a world continually being remade.

Length: 1210 words.
Reading Time: _____
See Conversion Table, p.S115

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COMPREHENSION CHECK

1. The article mentions (a) Moses. (b) Solomon. (c) Samson. (d) Shakespeare. 1. ____

2. What search engine was mentioned? (a) Yahoo! (b) Expedia (c) Pico Search (d) Excite 2. ____

3. Doubling your reading rate makes you how many extra hours a week? (a) 12 (b) 14 (c) 21 (d) 42 3. ____

4. Improving your reading speed serves how many functions? (a) only one (b) two (c) three (d) four 4. ____

5. How many different brakes were discussed? (a) 2 (b) 3 (c) 4 (d) 5 5. ____

6. In reading 100 words, college students regressed an average of how many times? (a) 15 (b) 18 (c) 20 (d) 23 6. ____

7. College students were called (a) omnivorous readers. (b) careful readers. (c) word-by-word readers. (d) fast readers. 7. ____

8. Vocalizing at the voice-box level is suspected if your top reading rate is close to what speed? (a) 240 wpm (b) 260 wpm (c) 275 wpm (d) 295 wpm 8. ____

9. A comparison was made between reading and (a) driving. (b) skimming. (c) moving books. (d) thinking. 9. ____

10. What one word was said to sum up our times best? (a) speed (b) computer (c) change (d) frustration 10. ____

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NAME _____ CLASS _____ DATE _____

3 How Should You Build Up Your Vocabulary?

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ consolidated his findings
2. ____ research corroborates that fact
3. ____ discrimination contributes more to speed of reading
4. ____ strange words hinder comprehension
5. ____ hybrid corn combines the best qualities
6. ____ to expedite your use of word parts
7. ____ a tentative definition
8. ____ a predilection for reading
9. ____ dynamic interplay of approaches
10. ____ vocabulary in context

Definitions

a. confirms; makes certain
b. hasten; speed up
c. preference
d. noting of differences
e. prevent
f. interaction
g. surrounding words, phrases, and sentences
h. mixed origin
i. combined
j. temporary

Pronunciation aids: **1. kuhn-SOL-uh-dayt'd** **2. kuh-ROB-uh-rayts** **6. EK-spuh-dyts** **8. pred-uh-LEK-shun**

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B. LEANING ON PARTS

See how prefix meaning relates to word meaning by supplying the missing word or word part in each of the following sentences.

1. To heat "before" is to pre_____.
2. To make ready "beforehand" is to pre_____.
3. In our government, the one before all others is called pre_____.
4. The pre_____ *pre-* is a shortcut to the meanings of over 4000 words in the big unabridged dictionary.
5. To precede means to go _____ someone else.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *consolidated, context, corroborated, discrimination, expedite, hybrid, bindered, interplay, predilection, tentative.*

1. In order to make a profit, the two companies were (combined) _____.
2. Most (mixed origin) _____ flowers are larger.
3. He tried to (hasten) _____ his trial.
4. Her dishonesty (prevented) _____ her from receiving a promotion.
5. The lie detector (confirmed) _____ his guilt.
6. The group had a strong (preference) _____ for rock music.
7. The high team morale was due to the (interaction) _____ of many factors.
8. She made (temporary) _____ arrangements for her transportation.
9. The (noting of differences) _____ among synonyms can sometimes be troublesome.
10. A good reader uses (the surrounding words, phrases, and sentences) _____ to help understand an unknown word.

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Again, with this selection check your normal reading rate and comprehension. Read it once only. Don't try to read faster or slower or to comprehend more or less than you would normally in relaxed fashion at home. See how you perform normally.

Reading 3

How Should You Build Up Your Vocabulary?

BEGIN TIMING

Exactly what do you do during a normal day? How do you spend your time? Paul T. Rankin very much wanted an answer to that question. To get it, he asked sixty-eight individuals to keep an accurate, detailed record of what they did every minute of their waking hours. When he consolidated his findings, he discovered that the average individual spent 70 percent of his or her waking time doing *one* thing only—*communicating.* That meant either reading, writing, speaking, or listening.

Put that evidence alongside of the research findings uncovered by the Human Engineering Laboratories. In exploring aptitudes and careers involving, among other things, data from 30,000 vocabulary tests given yearly, they discovered that big incomes and big vocabularies go together. Vocabulary, more than any other factor yet known, predicts financial success.

And it all fits. Each word you add to your vocabulary makes you a better reader, writer, speaker, and listener. Furthermore, linguistic scientists are quick to point out that we actually think with words. If that is so, new words make us better thinkers as well as communicators. No wonder more words are likely to mean more money. What better reason for beginning right now to extend your vocabulary?

Take reading. What exactly do you read? Common sense says you read words. Research corroborates that fact. "Vocabulary in context" contributes 39 percent to comprehension. That's more than any other factor isolated and studied—even more than intelligence. And "word discrimination" contributes more to speed of reading than any other factor—28 percent. In short, your efforts to improve vocabulary will pay off in both comprehension and speed.

Suppose, as you're reading along, you lumtebs across a strange word. Did you find yourself stopping for a closer look at *lumtebs?* Pardon the spelling slip. That's actually the word *stumble.* The letters just got mixed around. Obviously you now know that strange words do slow you down—or even stop you completely. Furthermore, strange words hinder comprehension. Which is easier to understand, "Eschew garrulity" or "Avoid talking too much"?

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What you need is a vital, dynamic approach to vocabulary building. Hybrid corn combines the best qualities of several varieties to ensure maximum productivity. A hybrid approach to vocabulary should, in the same way, ensure maximum results. That's why you should use the CPD Formula.

Through Context

When students in a college class were asked what should be done when they came across an unknown word in their reading, 84 percent said, "Look it up in the dictionary." If you do, however, you short-circuit the very mental processes needed to make your efforts most productive.

But there's another reason. Suppose someone asks you what the word *fast* means. You answer, "speedy or swift." But does it mean that in such contexts as "*fast* color," "*fast* woman," or "*fast* friend"? And if a horse is fast, is it securely tied or galloping at top speed? It could be either. It all depends. On the dictionary? No, on context, on how the word is actually used. After all, there are over twenty different meanings for *fast* in the dictionary. But the dictionary doesn't tell you which meaning is intended. That's why it makes such good sense to begin with context.

Through Word Parts

Now for the next step. Often unfamiliar words contain one or more parts, which, if recognized, provide definite help with meaning. Suppose you read that someone "had a predilection for reading mysteries." The context certainly isn't too helpful. But do you see a prefix, suffix, or root that you know? Well, there's the familiar prefix *pre-*, meaning "before." Look back at the context and try inserting "before." Reading mysteries apparently comes "before" other kinds of reading. Yes, a pre-dilection—or *pre*ference—is something put "before" something else.

Or take the word *monolithic.* Try to isolate the parts. There's the prefix *mono-*, meaning "one," and the root *lith,* meaning "stone." Finally, there's the suffix *-ic,* meaning "consisting of." Those three parts add up to this definition: "consisting of one stone."

To expedite your use of word parts, you will be introduced to the fourteen most important words in the English language. The prefix and root elements in those few words are found in over 14,000 words of desk dictionary size. With those amazingly useful shortcuts, you can build vocabulary, not at a snail's pace, one word at a time, but in giant strides, up to a thousand words at a time.

Your second step, then, is to look for familiar word parts. If they do not give you exact meanings, they should at least bring you much closer.

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Through the Dictionary

Now you can see why you should consult the dictionary last, not first. You've looked carefully at context. You've looked for familiar word parts. Now you play Sherlock Holmes—an exciting role. You hypothesize. In light of context or context and word parts, you try to solve a mystery. What exactly does that strange word mean? Only after you go through the mental gymnastics to come up with a tentative definition should you open the dictionary to see if you're right.

After all, those first two steps or approaches spark a stronger than usual interest in that dictionary definition. You're now personally involved. Did you figure out the word meaning? Your heightened interest will lead to better memory of both word and meaning. It also encourages your development of the habits needed to accelerate your progress. And when you see in black and white the definition you had expected, what a feeling of accomplishment is yours. In that way, the CPD Formula provides the exact dynamic interplay of approaches for maximum effectiveness.

Well, there it is, your new formula: Context, Parts, Dictionary. Use it! The exercises that follow will give you specific, step-by-step help in sharpening your awareness of contextual clues, learning the most useful word parts, and using the dictionary with increased accuracy and ease. The results will be like money in the bank.

Length: 1000 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

1. What percent of the average person's waking time is spent in communication? (a) 30 percent (b) 45 percent (c) 60 percent (d) 70 percent — 1. ____

2. Specific reference is made to the (a) Scientific Energy Corporation. (b) Municipal Research Division. (c) Human Engineering Laboratories. (d) Human Resources Center. — 2. ____

3. With respect to comprehension, *vocabulary in context* contributes (a) less than intelligence. (b) the same as intelligence. (c) more than intelligence. (d) an unspecified amount. — 3. ____

4. "Eschew garrulity" means (a) stop shouting. (b) speak louder. (c) look up words. (d) avoid talking too much. — 4. ____

5. One of the words mentioned is said to have over how many different meanings? (a) 10 (b) 15 (c) 20 (d) 25 — 5. ____

6. As a shortcut to vocabulary, you will be introduced to how many important words? (a) 14 (b) 22 (c) 35 (d) 50 — 6. ____

7. To suggest the importance of context, which word is discussed? (a) fast (b) slow (c) sharp (d) trip — 7. ____

8. In the CPD Formula, the *C* stands for (a) confirm. (b) correct. (c) classification. (d) context. — 8. ____

9. Who is mentioned by name? (a) Einstein (b) Tom Sawyer (c) Johnny Cash (d) Sherlock Homes — 9. ____

10. When you meet a strange word, you are told to consult your dictionary (a) first. (b) last. (c) as a second step. (d) at no set time. — 10. ____

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MAKING THE APPLICATION

Now that you know how important context is in determining word meaning, why not check to see how well you use contextual clues? That's a skill well worth developing to the fullest. The exercises in this text should help you develop real skill in defining words through use of contextual clues.

To check, we'll use a two-step procedure. First you'll take a vocabulary test—ten items without any context to help. Then you'll take the same test but this time you'll have the help of sentence contexts. Research has shown that Vocabulary in Context, contributing 39 percent to comprehension, was actually more important than Intelligence, which contributed only 27 percent. Context then deserves *major* attention.

Put your answers for the first time through the test in column A. These are difficult words—words that you'd need contextual help in getting meaning. You may not answer a single one right the first time through. Answer all ten items. Then continue as directed.

CONTEXT VOCABULARY TEST

	A	B
1. Refectory means (a) kitchen. (b) mirror. (c) dining room. (d) pantry. (e) living room.	1. ____	____
2. Preferment means (a) burial. (b) precision. (c) health. (d) choice. (e) advancement.	2. ____	____
3. Camaille means (a) mob. (b) dog hospital. (c) hell. (d) campus. (e) students.	3. ____	____
4. Glabrous means (a) large. (b) bald. (c) round. (d) sharp. (e) glamorous.	4. ____	____
5. Capriole means (a) whim. (b) leap. (c) capture. (d) trot. (e) buck.	5. ____	____
6. Halcyon means (a) sunny. (b) memorable. (c) bright. (d) tranquil. (e) warm.	6. ____	____
7. Mephitic means (a) intoxicating. (b) soothing. (c) harmful. (d) methodical. (e) mystical.	7. ____	____
8. Epergne means (a) centerpiece. (b) entry. (c) sword. (d) classical poem. (e) salad.	8. ____	____
9. Abecedarian means (a) expert. (b) grammarian. (c) stranger. (d) beginner. (e) teacher.	9. ____	____

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10. Mawkish means (a) modest. (b) sickening. (c) awkward. (d) colorful. (e) humorous. 10. ____ ____

Now for the second step. Here are sentence contexts for each of the preceding words. Study each, then go back to the test and enter the answer that seems to fit the context best in column B. Don't change any answers in column A. Sometimes, of course, you may have the same answer in both columns.

1. Sometimes the helper worked inside, sweeping crumbs off the refectory floor from around the tables.
2. If you want preferment, work so hard you'll stand out above all others.
3. The unruly, shouting camaille burst into the palace, smashing down the doors.
4. That night as he walked down the street, his glabrous head reflected the street lights.
5. The spectators marveled as the horse executed a perfectly timed capriole.
6. They thought of their restful days in the mountains as halcyon days indeed.
7. A stupefying mephitic gas came pouring out of the overhead vent into the crowded room, with devastating consequences.
8. As they entered the dining room, they noticed a beautiful epergne in the middle of the table.
9. Well, remember you've had years of skiing experience; I'm just an abecedarian.
10. That movie was so mawkish, we left in the middle—we just couldn't take it any longer.

Now you should have two sets of answers. Score each set separately, counting 10 points for each correct answer. If you made a perfect use of context, you should score 100 in column B. The difference between scores indicates how well you now use contextual clues and sharpens your awareness of context importance. Key is on page 440.

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MASTER-WORD VOCABULARY TEST

To prepare you for the next selection and for a new way to get word meaning, take this difficult test. Put your answers in column A. Get an answer down for each word, even if it's a guess.

		A	B
1. effete	(a) athletic (b) difficult (c) shut in (d) worn out (e) wealthy	1. ____	____
2. elide	(a) omit (b) slide (c) glisten (d) enter (e) soften	2. ____	____
3. expunge	(a) dive in (b) soak (c) erase (d) swim (e) fold	3. ____	____
4. ebullition	(a) blackness (b) boiling out (c) seeping in (d) repair (e) entry	4. ____	____
5. exostosis	(a) outgrowth (b) leg bone (c) paralysis (d) bruise (e) insertion	5. ____	____

Try five more items, even more difficult for they are French words, not English.

6. éditeur	(a) reporter (b) collector (c) publisher (d) official (e) athlete	6. ____	____
7. évincer	(a) eject (b) enter (c) establish (d) serve (e) save	7. ____	____
8. ébaucher	(a) brace (b) bend (c) arise (d) damage (e) outline	8. ____	____
9. écarte	(a) lonely (b) earnest (c) careful (d) clear (e) full	9. ____	____
10. éclater	(a) applaud (b) delay (c) turn in (d) comfort (e) burst out	10. ____	____

You'd be lucky to know even one of those words. Yet if you had a certain technique for dealing with strange, even foreign, words, you could have made a good score. By chance, as you took that test, did you think of

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the common prefix *ex-*, meaning "out"? Most test takers wouldn't, yet each of those ten words contains a form of that prefix.

Now go back and retake that test, putting your answers this time in column B. See how much better you score when you reply on the prefix knowledge that *ex-* means "out." When you finish, check both sets of answers with the Key on page 441. You will have discovered for yourself just how helpful prefix knowledge can be in dealing with words. You'll get more complete details in the next selection, "The Master-Word Approach to Vocabulary."

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NAME _____ CLASS _____ DATE _____

4 The Master-Word Approach to Vocabulary

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ furnished <u>invaluable</u> background
2. ____ giving you a <u>technique</u>
3. ____ the big <u>unabridged</u>
4. ____ *Precept* <u>literally</u> means
5. ____ a <u>maxim</u> or rule
6. ____ as changeable as a <u>chameleon</u>
7. ____ of a <u>variant</u> form
8. ____ the strange word <u>explication</u>
9. ____ <u>intricacies</u> of our language
10. ____ and leads <u>eventually</u> to

Definitions

a. different
b. finally
c. priceless
d. explaining
e. method
f. complications
g. lizard
h. not shortened
i. actually
j. saying

Pronunciation aids: **6. Kuh-MEEL-yen**
9. IN-tri-kuh-sees

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B. LEANING ON PARTS

Try to supply the missing word or word part in each of the following sentences. Notice also how prefix meaning relates to word meaning.

1. If you move away from town, you leave or de_____.
2. To climb down a mountain is to de_____.
3. To put money down on a purchase is to make a de_____.
4. To be down in spirits is to be de_____.
5. If you decline an invitation, you turn it _____.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *chameleon, eventually, explication, intricacies, invaluable, literally, maxim, technique, unabridged, variant.*

1. The (complications) _____ of the present tax code are obvious.
2. Don't worry! I'll (finally) _____ get my term paper written.
3. To perform any task well, you should know the most helpful (method) _____ to use.
4. At the zoo we were amazed to watch the (lizard) _____ change color.
5. The British (different) _____ spelling of *center* is *centre.*
6. The speaker's (explaining) _____ of how the new law affected both rich and poor was clearly done.
7. The thief managed to get away with one of the museum's most (priceless) _____ paintings.
8. I think my friend's (saying) _____ is this: "What you don't know, can't hurt you."
9. That word isn't in my desk dictionary so I guess I'll have to consult the (not shortened) _____ one.
10. When I said he'd spilled the beans, I meant figuratively, not (actually) _____.

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For this selection, once again check your performance when you read as fast as you possibly can. Knowing yourself well as a reader is so important that you should double-check results in this reading situation.

Reading 4

The Master-Word Approach to Vocabulary

JAMES I. BROWN

You probably know what a master key is. With one of those a custodian doesn't have to carry around a hundred keys for a hundred offices—just one master key. Master-words work the same way. Each one unlocks not one but hundreds of word meanings. Read on to see how to put them to work.

BEGIN TIMING

You have two ways to build a vocabulary. The slow way—one word at a time! Or, the master-word way—over a thousand at a time! Start work on the second method right away.

How do you do it? On page 43 you'll find a list of fourteen words—the most important in the English language to speed you along a superhighway toward vocabulary and success. They're keys to the meanings of well over 14,000 words of desk dictionary size, or an estimated 100,000 from the big unabridged volume. They also furnish invaluable background for further word study, giving you a technique—a master key—with endless possibilities.

You see, most of our English words aren't English at all, but borrowings from other languages. Furthermore, 80 percent of those borrowed words come from Latin and Greek sources, making up about 60 percent of our English language. That means those elements most frequently borrowed make amazingly useful shortcuts for vocabulary growth. These master-words, by actual count, contain prefix and root elements found in over 14,000 English words of desk dictionary size.

To see for yourself just how useful a single prefix can be, look at the first word on the list of fourteen—*precept.* That's a shortcut to how many English words? When you finish reading this selection, turn to your desk dictionary and check. You'll find about nine pages of *pre-* words. Then check the big unabridged volume. One such dictionary contains over 17 pages of *pre-* words, including a listing at the bottom of over 2,400 words—over 4,000 in all. Those words aren't defined, just listed. They

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don't need defining. If you know that *pre-* means "before," you can comprehend all of them, from *preabsorb* to *prewrap.* That single prefix is your shortcut to understanding thousands of English words. And you haven't added the words from the root shortcut, *capere.*

How exactly do you put these master-words to work? How can you best convert them into keys to the meanings of thousands of English words?

First, look up each of the fourteen words in your dictionary. One a week would be ideal. Note both prefix and root meanings. For example, look up *precept.* You'll find it comes from Latin *prae* or *pre,* meaning "before," plus the Latin root *capere,* meaning "to take." *Precept* literally means "to take before." By definition a precept is "a maxim or rule meant to govern conduct." "Be industrious" is such a precept. Then look for the idea of "before." Obviously you have to *have* a precept "before" you can start applying it.

Next, zero in on each part. For example, take *pre-.* You'll find four different meanings—before in time, before in place, before in rank, and preliminary to or in preparation for something. Now you know the various ways of thinking about *pre-.* Next, take a closer look at the Latin root *capere.* Unfortunately, you can't look up Latin words in your English dictionary. You have to think of some other prefixes to use in place of *pre-.* Go back to your fourteen words. Try the next prefix, *de-.* Make *decept.* When you look for that word, you don't find it—but you see *deception.* And you're told to look at *deceive.* Both words are from *capere.* When you deceive someone, you take "away" some of the needed facts and deceive. That's deception, since *de-* means "down or away."

When you look up a prefix, you'll find some as changeable as chameleons. *Pre-* has only two forms—*pre-* and *prae-.* But look up *ob-.* Then look up *offer.* The prefix *ob-* actually becomes *of-* in *offer* because *offer* is so much easier to say. The dictionary makes such changes clear. The same with the word *cooperation,* "to operate or work together." But isn't the prefix *com-,* not just *co-?* And doesn't *com-* mean "together"? Yes, but *comoperation* is more awkward to say. This prepares you for the changes that come when *com-* is added to *-stant, -relation, -laboration,* and *-cil* to make *constant, correlation, collaboration,* and *council.* Use pronunciation as a help. And check your dictionary to keep you accurate.

There's your background for recognizing similar chameleon-like changes of *in-, ad-, ex-,* and others. When you look up the prefix, the dictionary will always spell out those changes.

Gradually you'll also begin to notice root variations, as with *deceive* and *deception.* Try to use some intelligent guessing. Take the root *plicare,* meaning "to fold," as in *complicated.* Think of other prefixes to add. There's *application, implication,* and *duplication.* Let *duplication* suggest *duplex* as well as *perplex* and *complex. Complex* may open the way to

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comply, which may in turn suggest *apply, imply, supply, pliant, deploy,* and *employ.* Each discovery you make of a variant form adds that much to your background and understanding of the large family of words for which that root is key. Your dictionary will always keep your guesses in line with facts. And you'll find the idea of folding always present. If something is *implied,* it's folded into what's said. If it's *pliant,* it's folded.

So much for method. First look up each word. Next look more closely at each word part—both prefix and root. Now, just how useful is your newly acquired knowledge of prefixes and roots?

Suppose you see the strange word *explication.* You know *ex-* means "out" and *plicare* means "to fold." To fold out or unfold! You read the sentence, "His explication was confused and hard to follow." Lean on the prefix and root—"fold out." His attempt to "fold out" something was hard to follow. You hardly need the dictionary definition "to make clear, to explain fully." Yes, knowing only one part of a word is sometimes enough. When you read of a person's predilection for novels, you need only the *pre-* to know that he put novels "before" other kinds of books—a preference for them. Take another example. Is a precocious child one who develops before or after normal children? Again the prefix lets you know.

The master-word approach also makes spelling easier. Suppose you continually misspell *prescription* with a *per—perscription.* Use prefix meaning to help. Prescriptions are written out "before" you can fill them, hence *prescription.* You'll also know how to spell such demons as *misspell* or *misstep,* for you'll know they are combinations of *mis-* plus *spell* and *mis-* plus *step.* You'll not write *mispell* or *mistep.* And what about someone who migrates into this country? Is she an immigrant or an emigrant? Since she's coming *into* the country, she's an inmigrant, or, by assimilation, an immigrant. Assimilation is a technical term, describing how the first letter of the root changes the last letter of the prefix. The *m* in *migrant* changes, or assimilates, the *n* in *in* to *m.*

In this way you begin to understand the intricacies of our language. At first you may have trouble spotting the root *facere* in *benefactor.* But soon you'll be a regular Sherlock Holmes, able to ferret out that root in such varied disguises as *artifice, affair, feature, affection, facsimile, counterfeit, fashion,* and *facilitate.* And you'll soon have no trouble finding *ex-* in *effect* or *dis-* in *differ,* more examples of assimilation at work.

Best of all, your master-word technique will help with countless other classical elements. Yours is the magic touchstone—curiosity about derivations—which brings life to all words and leads eventually to an awareness of words reached by a very few.

Length: 1230 words.
Reading Time: _____
See Conversion Table p. S115

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COMPREHENSION CHECK

1. How many master-words are there? (a) ten (b) twelve (c) fourteen (d) sixteen — 1. ____

2. Master-words are keys to an estimated how many words of unabridged dictionary size? (a) 20,000 (b) 40,000 (c) 70,000 (d) 100,000 — 2. ____

3. In the English language, words derived from Latin and Greek make up what percent? (a) 20% (b) 40% (c) 60% (d) 80% — 3. ____

4. The Latin root *capere* means (a) to take. (b) to find. (c) to work. (d) to send. — 4. ____

5. How many different forms does the prefix *pre-* have? (a) only one (b) two (c) three (d) four — 5. ____

6. You were told to put what prefix in place of *pre-* in *precept* to get help with *capere?* (a) *sub-* (b) *re-* (c) *de-* (d) *com-* — 6. ____

7. The prefix *com-* means (a) together. (b) inside. (c) outside. (d) close. — 7. ____

8. The Latin verb *plicare* means to (a) push. (b) pull. (c) fold. (d) care. — 8. ____

9. Which of the following words was *not* discussed? (a) predilection (b) explication (c) cooperation (d) prevarication — 9. ____

10. Assimilation involves what letter of a root? (a) the last (b) the first (c) the second (d) the middle — 10. ____

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MAKING THE APPLICATION

YOUR MASTER WORDS

Well, here they are, the fourteen words you've been reading about—the most important words in the English language to speed your vocabulary growth. They provide a vocabulary superhighway to *over* 14,000 words of desk dictionary size and an estimated 100,000 *plus* words from the big unabridged volume.

Words	Prefix	Common Meaning	Root	Common Meaning
precept	pre-	(before)	capere	(take, seize)
detain	de-	(away, down)	tenere	(hold, have)
intermittent	inter-	(between)	mittere	(send)
offer	ob-	(against)	ferre	(bear, carry)
insist	in-	(into)	stare	(stand)
monograph	mono-	(one)	graphein	(write)
epilogue	epi-	(upon)	legein	(say, study of)
aspect	ad-	(to, toward)	specere	(see)
uncomplicated	un-	(not)	plicare	(fold)
	com-	(together)		
nonextended	non-	(not)	tendere	(stretch)
	ex-	(out of)		
reproduction	re-	(back, again)	ducere	(lead)
	pro-	(forward)		
indisposed	in-	(not)	ponere	(put, place)
	dis-	(apart from)		
oversufficient	over-	(above)	facere	(make, do)
	sub-	(under)		
mistranscribe	mis-	(wrong)	scribere	(write)
	trans-	(across, beyond)		

To further your advantage of these amazing shortcuts to meaning, you'll find forty-seven special exercises cover the twenty prefixes and fourteen roots in those master words. Those special Word Power exercises are introduced with selection 4 and labeled Part B: Leaning on Parts. They will speed your awareness of these word parts and hasten their vocabulary-building usefulness.

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In addition, take advantage of the following four steps to supplement the Part B exercises. You may find it desirable to take one word a week, concentrating that long on one single word. Write the word on a 3 × 5 card and, during each day, try using words with the prefix or root you're studying. Then follow these important steps.

1. *Look up the master word in your dictionary.* Especially notice the derivational material. Look for the relationship between the literal meaning of prefix and root and the definitions given for the word. The parts don't always add up to the exact meaning, but there's usually a close relationship, an ideal memory aid.
2. *Look up each prefix.* Note the meanings given and the various spellings so that you will spot them more quickly.
3. *List five words containing the prefix or prefixes being studied.* Check your list with the dictionary to avoid mistakes. And don't overlook the less common forms in the dictionary entry.
4. *List five words containing the root being studied.* Again, check your list with the dictionary to ensure accuracy. For example, take *reproduction.* The root is *ducere,* meaning "to lead." It may be easy to think of *produce, reduce,* or *induce. Induce* may lead you to another form—*induct* or *abduct. Conduct* may lead you to *conduit.* And you may stumble on *duke* and *duchess,* still other forms of *ducere.* After all, a duke is a leader. Remember Mussolini, Il Duce?

To expedite still further your mastery of these elements, you'll find helpful Mini-Reviews and a special LDE Formula later in this text.

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NAME _____ CLASS _____ DATE _____

5 How Can You Speed Up Your Reading?

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ student plodded along
2. ____ comprehension suffers temporarily
3. ____ reinforce your bad habits
4. ____ your latest entry
5. ____ single key principle
6. ____ I finally relented
7. ____ sliver of time
8. ____ strange phenomenon
9. ____ minimize those brakes
10. ____ your initial rate

Definitions

a. gave in, yielded
b. moved slowly
c. strengthen
d. recording
e. beginning
f. basic
g. small splinter
h. reduce
i. fact, happening
j. for a time

Pronunciation aids: **3. ree-in-FORS**
8. fuh-NOM-uh-nun

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B. LEANING ON PARTS

The Greek prefix *epi-* means "upon." Supply the appropriate word or word part in each of the following sentences.

1. A commemorative inscription upon a tomb is an epi_____.
2. The outer layer of your skin is called the epi_____.
3. A nervous disorder characterized by convulsions is called epi_____.
4. A rapidly spreading disease is often spoken of as an epi_____.
5. The epilogue contained comments _____ the meaning of the play.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *entry, initial, key, minimize, phenomenon, plodded, reinforces, relented, sliver, temporarily.*

1. To lose weight, (reduce) _____ the amount of food you eat.
2. He (moved slowly) _____ through the material.
3. Reading for facts instead of ideas (strengthens) _____ poor reading habits.
4. A (small splinter) _____ of wood caught under my fingernail.
5. The store was (for a time) _____ out of meat.
6. After thinking things over, the father (gave in) _____.
7. Being attacked by a giant bird was an unbelievable (happening) _____.
8. A (basic) _____ element in successful reading is concentration.
9. On what line do I make the (recording) _____ of the new balance?
10. The speaker's (beginning) _____ remarks caught everyone's attention.

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Reading 5

How Can You Speed Up Your Reading?

BEGIN TIMING

At this point you should be progressing nicely. You've checked reading strengths and weaknesses. You've started to build vocabulary and improve factual comprehension. It's time now to speed up your reading.

How do you do that? By taking off the brakes! Remember the three brakes: *regressing*, or looking back as you read, *vocalizing*, or pronouncing words to yourself, and *word-for-word* reading instead of phrase reading.

To be sure, you've read all that before. But this approach is so important it deserves repeating—but with a new twist, as you'll soon see. So read on.

Faster-Than-Comfortable Reading

How can you eliminate or minimize those brakes that hold your reading to a snail's pace? Fortunately, one single key principle, properly applied, will do the job. Try faster-than-comfortable reading.

Faster-than-comfortable reading reduces regressions. You just don't have time to look back. Furthermore, you have less time to vocalize, so that bad habit begins to disappear. Finally, that extra speed forces you into dealing with word groups, not single words.

Put a faster-than-comfortable reading plan into effect immediately. Set aside fifteen minutes a day for practice. To be sure, you've practiced reading for years, but probably never the uncomfortable variety. That means you've probably done little more than reinforce your bad habits. You can practice twenty years at 200 wpm and *never* develop skill at double that rate. Push uncomfortable speeds with the selections in this book, as well as with other easy reading. Keep a careful record of changes in rate. If those practice sessions don't tire you, you know you're not pushing hard enough to get maximum results.

Whenever you first push into faster speeds, you will probably feel you are not actually reading. Remember, you need new experience to make those faster speeds comfortable. And don't worry if comprehension suf-

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fers temporarily. It will improve as soon as you gain sufficient additional experience.

Pacing

At some point in your development, you're going to find yourself just unable to read any faster. Continual checks of your Progress Record Charts in the back of this book will help you know when that point is reached. The minute your latest entry is less than 20 wpm faster than the preceding one, you know you need added impetus. That's true especially if you find yourself saying, "I just can't push myself any faster!"

That's when you need the special technique of pacing. Almost without exception, there are hidden potentials in all of us that become available only under crisis or unusual pressure. Pacing provides the key for unlocking such resources. For that reason it is the oldest, most widely used, yet newest approach for speeding your reading.

Why is pacing so common? The answer is simple. It works. This was brought dramatically home to me in one of my adult efficient reading classes at the university. At our first session, one student plodded along at 80 wpm while the rest of the class patiently waited for him to finish.

After class, I told him he'd better cancel. In desperation, he said, "I need this more than anyone." I had to agree, but added that it seemed hardly fair to make all the others wait for him to finish. He begged to stay, saying, "All right. Don't wait for me. Let me get what I can." I finally relented.

As the course progressed, I noted an amazing change. While the class moved up nicely from 254 to 481 wpm, the plodder had shot up from 80 to 460 wpm! "What are you doing?" I asked him. He explained. He told me he had wired his electric clock to the radio. Every time the sweep second hand passed 12, the radio came on briefly to let him know a minute had passed.

Every night, without fail, for only fifteen minutes, he used that device to pace himself in the *Reader's Digest*, which contains about 500 words per full page. At first he tried to read half a column in a minute—125 words. When he could manage that, he tried a full column, then a full page. The results were spectacular.

Why not enjoy similar results yourself? Use a fifteen-minute sliver of time. Have someone pace you by saying "next" every minute. Pace at speeds at least 75 wpm faster than your last entry on the Progress Record Chart. In this way you will gradually build the ability to read quite effectively at the faster speeds.

Add pacing to faster-than-comfortable reading. It's like firing what might be called a second-stage rocket to blast you into speedier orbit.

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Swing Two Bats

As a booster rocket, tap an important psychological principle. If you've never once driven at 100 mph, imagine how that would feel. As you accelerate beyond your usual 65 mph, can't you feel the tension build, your grip on the steering wheel tighten? One slip would be fatal. After a time, when you dropped back to your usual 65 mph, you would notice a strange phenomenon. That 65 mph speed would seem much slower—almost like a leisurely 50 mph. In essence, that's the same psychological principle a baseball player uses when he swings two bats before dropping one and stepping up to the plate. The one remaining bat seems much lighter and easier to swing.

Capitalize on this to develop increased reading speed. When you're reading normally at 250 wpm, practice at 350 to make yourself more comfortable at 300 wpm. Your top reading speed will always be uncomfortable. That's why you should practice at even faster speeds. Suppose you double your initial rate, moving from 250 to 500 wpm. Be sure to make yourself comfortable at 500 wpm by practicing some at a 600 to 700 figure. This ensures maximum progress.

Judging from class results here at Minnesota, when you finish this program you should read at least twice as fast, with the same or better comprehension. Of our students, about 72 percent double their rate, 20 percent triple it, and 8 percent quadruple it.

Length: 1000 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

1. To speed your reading you are told to (a) set a new purpose. (b) think speed. (c) take off the brakes. (d) analyze yourself. 1. ____

2. One slowing-down factor mentioned is (a) fatigue. (b) drowsiness. (c) lack of concentration. (d) regressing. 2. ____

3. Another factor mentioned is (a) vocalizing. (b) background deficiency. (c) eyestrain. (d) inattention. 3. ____

4. You are told to keep a careful record of (a) material read. (b) changes in rate. (c) time spent in reading. (d) special reading difficulties. 4. ____

5. You are cautioned not to (a) lose any comprehension. (b) read too fast. (c) worry over temporary loss of comprehension. (d) read too long at any one time. 5. ____

6. Pacing is commonly used because (a) it works. (b) it is simple. (c) it is convenient. (d) it requires minimal equipment. 6. ____

7. A normal full page of the *Reader's Digest* contains about how many words? (a) 200 (b) 300 (c) 400 (d) 500 7. ____

8. Pacing is likened to (a) a super-charged engine. (b) a second-stage rocket. (c) a second-wind effort. (d) high gear on a car. 8. ____

9. You are asked to imagine yourself (a) driving at 100 mph. (b) piloting a jet plane. (c) speeding down a mountainside on skis. (d) steering a toboggan. 9. ____

10. You are told that your top speed would (a) eventually become comfortable. (b) be impossible to sustain. (c) always be uncomfortable. (d) have to be practiced frequently. 10. ____

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Pacing suggestions: To estimate the number of words per page, take any book or magazine that you plan to use for pacing. Turn to a full page and count up to 100 words. A word is any letter or combination of letters that stands alone, *I* and *a* as well as longer ones. Count the number of lines in that 100-word sample and use that figure to estimate the number of words on a full page. A magazine the size of the *Reader's Digest,* for example, has about 500 words per full page, which gives you an idea of what to expect with other page sizes.

To pace, first select an easy, popular book that you want to read. Pace for about ten minutes a session a day. You can enlist the help of a roommate or friend—someone who will say "begin reading" and say "next" at the end of every minute for ten minutes. You, the reader, try to cover each page so that at the word "next" you are just reading the last words. If you are a bit slow, skip to the next page and read faster, gradually adjusting rate to the pacing figure settled on. For your first pacing, if you read at about 250 wpm, try a 500-wpm rate. This would mean reading ten 500-word pages in ten minutes or twelve-and-a-half 400-word pages.

Pacing can also be done with your textbooks. Here your first move is to read the text for exactly one minute to see what your usual wpm rate is for that text. Suppose you find it to be 125 wpm. You then pace yourself through an assignment at about 250 wpm. Determine the number of words per page as discussed and figure the number of pages you must read in ten minutes to read at 250 wpm. Divide that number by ten to know where you should be at the command of "next."

Even if you don't have a friend or roommate to help, you can still pace yourself. Place a marker at the point of the book where you should be in exactly ten minutes. See if you can make it. If not, go slightly faster for the next ten minutes.

Pacing both with easy reading as well as with more difficult reading will encourage you to develop real flexibility of rate, a flexibility that can be readily modified by purpose to your advantage. The added concentration that comes from pacing should let you handle faster speeds with real effectiveness.

A pacing record similar to the one that follows should point up progress. Under the heading *Subjective Feeling,* enter a descriptive word or phrase to indicate your feeling—such as *impossibly fast, frustrating, manageable,* or *understandable.* It is most satisfying to see a given speed become *manageable,* when at first it was quite *frustrating.*

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Title of book used for pacing: _____

	Minutes of Pacing	Pacing Rate	Subjective Feeling
Week 1	_____	_____	_____
Week 1	_____	_____	_____
Week 1	_____	_____	_____
Week 2	_____	_____	_____
Week 2	_____	_____	_____
Week 2	_____	_____	_____
Week 3	_____	_____	_____
Week 3	_____	_____	_____
Week 3	_____	_____	_____

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NAME _____ CLASS _____ DATE _____

6 Speeding by Surveying

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context	Definitions
1. ____ we <u>obviously</u> demand choices	a. succeeding
2. ____ a <u>veritable</u> avalanche of print	b. brief
3. ____ a neat manageable <u>capsule</u>	c. clearly
4. ____ <u>compressed</u> the essentials of chapters	d. small case
5. ____ amazingly <u>concise</u> indication	e. condensed, brought together
6. ____ This chapter <u>zeros in</u>	f. focuses
7. ____ <u>apportion</u> to each article	g. to the point
8. ____ <u>subsequent</u> reading rate	h. distribute, allot
9. ____ seems more <u>pertinent</u>	i. actual
10. ____ book <u>jacket</u>	j. cover

Pronunciation aids: **2. VAIR-uh-tuh-bul** **5. kun-SYS** **3. CAP-sul** **9. PUR-ten-ent**

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B. LEANING ON PARTS

The prefix *com-* (also spelled *col-*, *cor-*, *con-*, or *co-*) means "together" or "with." Supply the missing word or word part in each of the following blanks.

1. Pressing leaves together makes a more com_____ pile.
2. A person traveling with you is called a traveling com_____.
3. To com_____ two things more easily, put them side by side.
4. Salt, composed as it is of two elements, is a chemical com_____.
5. A compromise is sometimes necessary to bring two sides _____.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *apportion, capsule, compressed, concise, jacket, obviously, pertinent, subsequent, veritable, zeros in.*

1. His father tried to (distribute, allot) _____ the money equally.
2. Watch the hunter as he (focuses) _____ on the moving deer.
3. A description of the novel was written on the book (cover) _____.
4. The (brief) _____ summary made the chapter clear.
5. The speaker (condensed) _____ the speech in order to save time.
6. Doing these exercises will help you with the (succeeding) _____ readings.
7. It is (clearly) _____ time to make some changes.
8. That (actual) _____ wall of water demolished the houses.
9. Six vitamins and four minerals are packed inside this one (small case) _____.
10. I had to collect some (to the point) _____ facts for my term paper.

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Reading 6

Speeding by Surveying

BEGIN TIMING

Rapid reading is good, but not good enough. Of necessity, you should also know and use three superspeeds—*surveying, skimming,* and *scanning.* This chapter zeros in on the first of the three—surveying. Let's see exactly what it is, how it works, and when to use it.

To put surveying into better perspective, ask yourself a question. Who would buy a car—even a racy sports model—if it ran at only one speed? No one! In traveling we obviously demand choices, such as going by jet, by car, by bicycle, or on foot. Each choice has its own speed range, its own advantages and disadvantages, and serves quite different needs.

What about reading speeds? Here a variety of speeds is even more important. You face a veritable avalanche of print. Without a fantastically wide range of speeds, you'll soon feel buried alive. That's why you need superspeeds.

What Is Surveying?

Surveying is a specialized technique for getting a mountaintop view of an article, chapter, or entire book. With it, you catch a broad, overall picture of basic essentials. You speed through material anywhere from ten to over fifty times faster than with ordinary reading. That means you can survey up to fifty articles, chapters, or books in the time it usually takes to read just one. Obviously, a most useful technique!

How Does It Work?

Written communication has, fortunately, certain characteristics that make surveying possible. Usually, for example, the title of an article provides an amazingly concise indication of article content. The first paragraph normally adds substance, suggesting more exactly what is to follow.

From that point on, major divisions are often marked with headings. Other especially important points are apt to appear in italics, graphs, or tables. Finally, more often than not, the last paragraph will summarize or suggest key implications or applications.

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Now translate those characteristics into action. You'll soon see exactly how to survey. *Read the title, the first paragraph, all headings, italicized words, graphs, and tables, and the last paragraph.* Simple? Yes. And you'll usually end up with the best possible overview with a minimal investment of time.

Stop right here. Survey this entire article before reading on. To guide you, the key words are all underlined. Just read all underlined words, starting with the title. Then come back to this spot and continue with your timing of this chapter.

Now you can see for yourself. You do have the essentials. A survey functions much as an abstract. It compresses the essentials of a full-length chapter into a neat, manageable capsule.

With certain modifications, you can also survey an entire book. To do this, read the title and table of contents. If there is a book jacket, read the material on the front, back, and inside flaps. This provides a broad overview of the entire book. Then go ahead to survey each chapter individually, as described earlier. Read the chapter title, first paragraph, headings, italicized words, graphs, tables, and last paragraph. That's how it works.

Surveying as a Reading Expeditor

One important use for surveying is to facilitate your reading. Think back to what happened when you surveyed this chapter. You caught the essentials and the writer's plan.

In planning a car trip, you normally get out maps to see exactly what route to travel. Reading an article without an overview is much like traveling a strange highway. You don't know what towns or cities to expect or what intersections or junctions to note. Surveying serves as a road map. Obviously, when you know the road even slightly, you travel it more confidently and easily. So it is with reading. When you know in general where the writer is going, you can follow more easily.

In short, surveying should actually increase your subsequent reading speed. After all, you're traveling a more familiar road. It should also improve comprehension. You have the advantage of double coverage of key parts. Use surveying, then, as a prereading step, to gain added speed and comprehension.

Surveying as a Decision Expeditor

Still another use for surveying focuses on an age-old problem. Sir Francis Bacon put it this way. "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." Unfortunately, Bacon left the heart of the problem untouched. How do you decide which books

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belong where? Well, who knows your own personal background, interests, problems, and specific needs best? You yourself, of course. Yet, how can you tell, before you read a book, exactly what attention it deserves?

Surveying is your answer. A quick survey provides an ideal basis for deciding intelligently whether to taste, swallow, or chew and digest.

Actually, you have four possibilities—to skip, skim, read, or study. Suppose your initial survey reveals no information of interest. Well, you've already given it all the attention it deserves. Put it aside. Remember—that decision was not made blindly. You know what's there.

If the material seems more pertinent, put it into the next category. Skim it. Skimming takes much less time than reading yet brings more information than surveying. The third choice is to read it. Do this with material deserving even more attention. Finally, it may be so important as to deserve careful study. Many make the mistake of trying to read almost everything—an impossible task. Only after reading an entire book do they realize it was a waste of time.

To remember these choices, put them into a formula—the *SD4 Formula.* You *Survey* in order to *Decide* which of *4* things to do—*skip, skim, read,* or *study*.

To summarize, surveying lets you apportion to each article or book precisely the time it deserves—no more, no less. Furthermore, that decision is solidly based on evidence gained in a minimum of your precious time.

Here's your first superspeed. Let it help you read more rapidly, comprehend better, and decide more intelligently what attention you should give to all the reading material around you. Put it to immediate use.

Length: 1000 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

1. Surveying is said to be about how many times faster than ordinary reading? (a) 5 to 8 times (b) 20 to 30 times (c) 10 to 50 times (d) not specifically mentioned 1. ____

2. Mention is made of a (a) 10-speed bicycle. (b) racing car. (c) turtle. (d) one-speed car. 2. ____

3. To survey, you read (a) every other paragraph. (b) the first paragraph. (c) no paragraph completely. (d) all paragraphs in part. 3. ____

4. Specific reference is made to (a) italicized words. (b) headings. (c) graphs and tables. (d) all of the preceding. 4. ____

5. You are told how to survey a (a) letter. (b) book. (c) report. (d) summary. 5. ____

6. Reference is made to (a) road maps. (b) patterns. (c) recipes. (d) guidelines. 6. ____

7. Specific reference is made to (a) William Shakespeare. (b) Francis Bacon. (c) Alexander Pope. (d) the Bible. 7. ____

8. After the quick survey, how many choices are mentioned? (a) one (b) two (c) three (d) four 8. ____

9. What does the *D* in SD4 stand for? (a) determine (b) demand (c) decide (d) describe 9. ____

10. What is the first choice mentioned? (a) study (b) select (c) skip (d) save 10. ____

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MAKING THE APPLICATION

You know in theory, now, exactly how to survey an article. But that is only a beginning. How do you move effectively from theory to practice? How do you make yourself a superb surveyor? Try these three steps.

One: Using a colored felt-tip pen, turn back to the selection you just read, "Speeding by Surveying." Highlight in color all the underlined words. This provides a much clearer visualization of what is read in a survey, thus reinforcing the pattern to be used.

Two: Now turn immediately to a chapter in a textbook or to an explanatory article. Again, using your colored felt-tip pen, highlight the portions to be read in surveying the material.

Three: This last step is the pay-off and is of most importance, deserving special attention and thought. How well can you read between the paragraphs and headings? How accurately can you arrive at conclusions about the unread portions? Here's where practice and experience will pay off to best advantage.

You will find it helpful to use a heading like this to provide the proper mental set: *Assumptions about the content of the unread portions.* Under that general heading, list from four to six assumptions based on your survey.

Repeat these steps often enough to become a genuinely skilled surveyor. You will soon see that this view down the road ahead makes any subsequent reading that much easier. Use surveying frequently.

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A. VOCABULARY REVIEW QUIZ

This quiz contains ten words drawn from the preceding Word Power Workouts, but with other possible meanings of the word. The focus is on words with important prefixes so as to reinforce your awareness of prefixes as aids to word meaning.

1. consolidates — (a) soothes (b) remains (c) joins (d) strengthens (e) injures
Consolidates contains the prefix _____, meaning _____. — 1. ____

2. explication — (a) making clear (b) planning (c) practicing (d) helping (e) repairing
Explication contains the prefix _____, meaning _____. — 2. ____

3. commit — (a) memorize (b) order (c) judge (d) give up (e) bind
Commit contains the prefix _____, meaning _____. — 3. ____

4. related — (a) worked (b) connected (c) granted (d) worked hard (e) read
Related contains the prefix _____, meaning _____. — 4. ____

5. reinforces — (a) attacks (b) takes in (c) imagines (d) strengthens (e) contains
Reinforces contains the prefix _____, meaning _____. — 5. ____

6. attain — (a) suggest (b) remind (c) advise (d) satisfy (e) reach
Attain contains the prefix _____, meaning _____. — 6. ____

7. connivance — (a) underhandedness (b) theorizing (c) advancing (d) criticizing (e) agility
Connivance contains the prefix _____, meaning _____. — 7. ____

8. apportion — (a) detain (b) collect (c) distribute (d) admire (e) prepare
Apportion contains the prefix _____, meaning _____. — 8. ____

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9. compressed	(a) sent down (b) shortened (c) led (d) favored (e) examined *Compressed* contains the prefix _____, meaning _____.	9. ____
10. prefer	(a) like better (b) investigate (c) feel pain (d) involve (e) search around *Prefer* contains the prefix _____, meaning _____.	10. ____

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NAME _____ CLASS _____ DATE _____

7 Speeding by Skimming

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ to your repertoire
2. ____ reiterates the topic idea
3. ____ skip completely intervening paragraphs
4. ____ effectively counteract an hour of slow reading
5. ____ improve learning productivity
6. ____ develop such exceptional skill
7. ____ cultivate different skimming patterns
8. ____ snatch the key words
9. ____ superficial careless reading
10. ____ give this pattern top priority

Definitions

a. take
b. range of skills
c. preference
d. surface, limited
e. repeats
f. offset, change
g. abundant or favorable production
h. coming between
i. outstanding, excellent
j. form, refine

Pronunciation aids:

1. REP-ur-twahr
2. ree-IT-uh-rayts
3. in-tur-VEEN-ing
9. soo-pur-FISH-ul
10. pry-OR-uh-tee

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B. LEANING ON PARTS

The prefix *re-*, found in over 1,000 words, means "back" or "again." Supply the missing word or word part in each of the following blanks.

1. To turn back and read an article again is to re_____ it.
2. If you appear again, you can be said to re_____.
3. To go back home is to re_____ home.
4. To repair something is to put it _____ into good condition.
5. To rewrite a report is to write it _____.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *counteract, cultivated, exceptional, intervening, priority, productivity, reiterate, repertoire, snatched, superficial.*

1. In a year of wide reading he (formed) _____ many new interests.
2. Her top (preference) _____ was college.
3. Both classical and rock music were within his (range of skills) _____.
4. Often a boxer's desire to win will (offset) _____ physical disadvantages.
5. The paragraphs (coming between) _____ need not be read.
6. A (limited) _____ knowledge could be dangerous.
7. High-grade seed and fertile land are important factors for (favorable production) _____.
8. (Repeat) _____ your point if you want people to remember it.
9. The third baseman (took) _____ the ball from the ground and threw it home.
10. She was termed an (excellent) _____ student.

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Reading 7

Speeding by Skimming

BEGIN TIMING

It's time now to add a second superspeed to your repertoire. *Skimming.* This technique speeds you through print at three to five times your usual reading speed. The secret? Paragraph structure.

A paragraph is a paragraph because it explains or develops *one* single idea. When you're served a big, juicy T-bone steak, you normally concentrate on the meat—not the bone, fat, or gristle. Similarly, skimming concentrates your attention on the meat of the paragraph—the important part, the essentials.

How Do You Skim?

Let's see how skimming works. Try it on the next paragraph. Instead of reading it as usual, word by word, read *only* the underlined parts. Skip the other two-thirds.

How exactly do you get paragraph meaning without reading the paragraph? You use skimming. Fortunately, 55 to 85 percent of the paragraphs you read are expository. They explain. Most textbooks are, of course, expository in nature. They explain such things as a theory, process, procedure, technique, development, or situation. From 60 to 90 percent of such paragraphs have the topic sentence first. The next most likely spot is the last sentence. And if the last sentence is not the topic sentence, more often than not it summarizes or reiterates the topic idea. In between the first and last sentences you'll normally find key words or phrases that expand, clarify, or further support the main idea. Capitalize on these common paragraph characteristics and get the heart of the paragraph without reading it word by word.

That's how you skim a single, fairly long paragraph. You read the first and last sentences and snatch the key words in between. Done properly, skimming is a far cry from superficial, careless reading. It is a careful reading of selected parts. Based on characteristics common to written communication, it helps you zero in on essentials.

But what about skimming an entire article or chapter? To do that, just add paragraph skimming to the survey technique that you already know. You remember how. You read the title, first paragraph, subheadings,

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tables, graphs, italicized words, and the last paragraph. You skip completely all the intervening paragraphs.

To skim an *entire article,* you don't skip a single paragraph. That's the difference. You skim all paragraphs except the first and last, which you read.

Two Skimming Patterns

Actually, you should cultivate two somewhat different skimming patterns to match the two common styles of writing—formal and informal.

The formal style, typical of most textbooks, is characterized by such things as long paragraphs, involved sentences, and few personal pronouns. The specially marked paragraph above, containing over 130 words, is closer to the formal style in length. With such paragraphs, read both first and last sentences, plus key words. You're still reading less than a third of the paragraph.

For more informal writing, such as in this text, with its shorter paragraphs, read only the first sentence and, possibly, key words. Even for the longer paragraphs, you may want to give this pattern top priority. It will usually give you the essentials. Furthermore, it is an easier and faster pattern to apply.

Skimming—Your Reading Substitute

Take this situation. You've surveyed an article. You feel it doesn't merit reading but seems too important to discard. That's when you need skimming. That kind of in-between coverage serves ideally as a reading substitute.

Remember also that skimming skills vary widely. You may develop such exceptional skill in skimming that you can actually skim an article at 2,000 wpm and get more out of it than an average or poor reader, plodding along at 200 wpm. So, in deciding when to skim and when to read, keep your own level of skill development in mind.

Skimming—Your Reading Speed Generator

Here you are—working to improve reading ability. Perhaps you practice rapid reading thirty minutes every day, conscientiously. But you may also be reading other things more slowly for two hours daily. You're practicing slow reading more than rapid reading. Progress is bound to suffer. How can this be avoided?

If you want to teeter-totter with a thirty-pound youngster, yet you weigh four times more, what do you do? That's easy. You sit closer to the fulcrum, where you can both balance perfectly. Similarly, why not use

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skimming to balance the slowing pull of normal reading. Ten minutes of skimming should effectively counteract an hour of slower reading.

Let's look at one specific way to ensure frequent use of skimming. Suppose you're going to read an important 4,000-word article. Reading it at 200 wpm will take exactly twenty minutes. Here's how to introduce skimming without taking any additional time. Skim the article first at 1,000 wpm, a four-minute task. Then read the article once at 250 wpm, a sixteen-minute task. Four plus sixteen equals twenty minutes.

That skim-read combination takes no more time than one slightly slower reading. But it has two advantages. First, comprehension should be better; second, reading rate should be improved.

Skimming—Your Review Aid

Make skimming serve still a third function. When you open a psych text and spot the Ebbinghaus curve of forgetting, you're bound to feel discouraged. His research indicates that thirty minutes after you've barely learned something, you will have forgotten half of it. In eight hours, two-thirds will be gone.

Take a typical situation—a test over three chapters of chemistry. Last night you studied them and felt rather well prepared. But here it is, fourteen hours later. When you start the test you soon realize how much you have forgotten.

This suggests another important use of skimming. In a free hour just before the test, skim all three chapters. You haven't time to read them, but you have plenty of time to skim them. Now as you take the test, you should notice greatly improved sureness and confidence—and improved grades.

So, begin now. Develop added skimming skill. Be sure to make skimming a daily activity. Use it (1) to reduce your reading load, (2) to generate added speed, and (3) to improve learning productivity.

Length: 1000 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

1. The secret of skimming lies in (a) paragraph structure. (b) sentence structure. (c) outlining. (d) word usage. 1. ____

2. Skimming lets you cover print how many times faster than usual? (a) two to three (b) three to five (c) four to eight (d) not specifically mentioned 2. ____

3. The most common paragraphs you read are (a) expository. (b) narrative. (c) persuasive. (d) descriptive. 3. ____

4. In skimming, what part of a paragraph do you read? (a) no sentence in entirety (b) both first and last sentences (c) first sentence only (d) last sentence only 4. ____

5. To skim an article, you (a) skip every other paragraph. (b) skim every paragraph. (c) skim all but the first and last paragraphs. (d) skip all but the first and last paragraphs. 5. ____

6. Skimming is spoken of as a reading (a) refresher. (b) stimulus. (c) supplement. (d) substitute. 6. ____

7. One illustration involves a (a) pair of scales. (b) teeter-totter. (c) balloon. (d) fishing line. 7. ____

8. In reading an important 4,000-word article, it is suggested that you (a) read it once at 200 wpm. (b) read it once at 250 wpm. (c) skim it first, then read it. (d) read it first, then skim it. 8. ____

9. The part about forgetting indicates that we forget how much in the first thirty minutes after learning something? (a) 15 percent (b) 30 percent (c) 42 percent (d) half 9. ____

10. Specific mention is made of (a) improving grades. (b) taking tests. (c) taking chemistry. (d) all the preceding. 10. ____

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MAKING THE APPLICATION

This is the time to compare surveying, skimming, and reading to sharpen your awareness of the role each technique should play. To do so, take a selection you have not yet read, one further on in this text—selection 29, "How to Work for a Rotten Boss." We'll now guide you through a surveying, then a skimming, of that selection. At that point you're to take the ten-item comprehension test to see exactly what surveying and skimming contribute to comprehension. Don't check your answers until you have read the selection and taken the test a second time, seeing how comprehension is affected. Here is what you get from a survey.

SURVEYING

Title How to Work for a Rotten Boss

First paragraph Want to send silent party guests rushing into riproaring conversation? Well, toss out the topic of rotten bosses, sit back and watch the sparks fly.

Headings and italics

The Bulldog

The Overbearing Blowhard

The Heel-Grinder

Never forget—he or she is your boss.

Management will judge you by how well you get along with your boss.

Don't try to change the boss.

Stand your ground.

Don't argue, but do disagree.

The Ogre

The Fire Eater

The Super-Delegator

The Staller

The Perfectionist

Last paragraph To cope, learn to follow and to lead; let your relationship work for you.

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What kind of overview do you have? What would you infer is said between the first and last paragraphs, based on the sketchy information you have? That is the mental process you go through to make surveying the effective aid it should be.

SKIMMING

Now see what you get from skimming the same selection. Use the pattern most useful with informal writing, reading only the first sentence of each paragraph.

Title How to Work for a Rotten Boss

First paragraph (Reread the first paragraph as printed under the *Surveying* heading, then read the following first sentences.)

First sentence of all following paragraphs up to the last paragraph

Do you have an impossible boss?

If you have a boss who's sending you up in smoke every day, you're probably not smiling often or sleeping much.

There really are such "killer" bosses—too many of them, of both sexes.

In the '80s, at the Center for Creative Leadership in Greensboro, N.C., the behavioral researchers Michael Lombardo, Morgan McCall, Jr., and Ann Morrison listened to executives' stories about their bosses.

A good way to start is to learn about the demands your boss has to meet:

Above all, learn your boss' schedule and rhythms:

Some bosses are more difficult than others.

The Bulldog He not only takes responsibility, he sinks his teeth into it.

The Overbearing Blowhard This boss is on a constant ego trip.

The Heel-Grinder This one likes to bully and humiliate.

The successful executives and near-perfect bosses interviewed by Lombardo, McCall, and Morrison said that coping with bad bosses had helped them form their own best-management approaches.

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Those are hard lessons to master while trying to survive and get ahead, yet most of the successful executives interviewed had managed it.

Before you quit or your rotten boss retires, here are tips from Lombardo, McCall, and Morrison to help you cope:

Never forget—he or she is your boss.

Management will judge you by how well you get along with your boss.

Don't try to change the boss.

The boss may be 100 percent to blame for the conditions under which you struggle.

Rotten bosses come in an infinite number of varieties—most of them known to Robert Bramson, a management consultant in Oakland, Calif., and an author.

Bramson adds that the bullying boss learns better behavior once it's clear that you respect him or her as the boss and that *you* have self-respect too.

Stand your ground.

Don't argue, but do disagree.

"Attack" type bosses include:

The Ogre This boss likes to yell and appear powerful.

The Fire Eater This boss seems emotionally uneven—prone to mood swings that may begin with grumblings and end with eruptions.

Then there are those bosses who just "aren't there" for you.

The Super-Delegator This type seems to give you lots of responsibility, but, even when pressed, he or she won't say what's expected of you.

The Staller This one is so afraid of stress—anybody's—that he or she puts off telling others anything they might find stressful.

Last but not least are the types of bosses who hold the reins too tightly.

The Perfectionist This boss *must* be flawless and sees mistakes everywhere.

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Last paragraph (Now reread the last paragraph as printed under the *Surveying* heading.)

Now turn to page 233 and take the usual ten-item comprehension test. Do not check your answers, however. You just want to see exactly how much you get out of surveying and skimming an article. When you have finished the test, then turn to page 229 and read the selection as usual, timing yourself and taking the same test over again. This will let you compare the comprehension you've been getting from one reading with that from surveying, skimming, and reading. Also notice your wpm rate for the reading. Most students find that they tend to read material faster after skimming it than when just reading it. In short, the time you invest in skimming may be repaid wholly or in part by the faster reading you do after skimming.

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NAME _____ CLASS _____ DATE _____

8 How to Work for a Rotten Boss

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ on the agenda
2. ____ at the least provocation
3. ____ cited as bonuses
4. ____ responsible for how you react
5. ____ is culled from 14 years
6. ____ contend on equal terms
7. ____ bullying usually elicits
8. ____ cowering, back-pedaling response
9. ____ prone to mood swings
10. ____ boss must be flawless

Definitions

a. cringing, shrinking
b. brings out
c. perfect
d. order of business
e. extras
f. drawn
g. respond
h. cause
i. struggle
j. disposed

Pronunciation aids: **1. uh-JEN-duh** **2. prov-uh-KAY-shun** **7. ih-LIS-its** **8. KOW-ur-ing**

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B. LEANING ON PARTS

The Latin root *ducere* means "to lead." Whenever you see a *duc(e), duct,* or *duit,* look for the meaning "lead." Now complete the following.

1. The passage through which air is led is called a _____.
2. An article usually leads into the main part with an intro_____.
3. To lead yourself back to your slender self, you have to re_____.
4. To lead finished goods out of a factory, you must pro_____ them.
5. A tube leading electric wires around a house is called a con_____.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *agenda, bonuses, contend, cowering, culled, elicits, flawless, prone, provocation, react.*

1. How did you (respond) _____ to the changes you had to make?
2. The employees had no (cause) _____ for criticizing their supervisor so harshly.
3. On our last camping trip we had to (struggle) _____ with some terrible weather.
4. What's the (order of business) _____ for today's meeting?
5. The violin soloist gave a (perfect) _____ performance of a most difficult passage.
6. The police found two people (cringing, shrinking) _____ in the night shadows after the nearby gun battle.
7. Are there any (extras) _____ in connection with this position?
8. Some students are (disposed) _____ to put off writing their term papers until the last minute.
9. The information for my term paper was (drawn) _____ from several different sources.
10. The unexpected announcement of a quiz usually (brings out) _____ sighs of unhappiness from some class members.

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Reading 8

How to Work for a Rotten Boss

DR. JOYCE BROTHERS

Problems! We all have them. Whatever your problem, you need a solution—sometimes desperately. That's where reading comes in. Someone, sometime, has probably written an article or book providing a solution to any problem you may have. Take the following article, for example. Sometime, unfortunately, you'll probably have to deal with a rotten boss. See how reading can help. You'll even find mention of a book, in case you need additional help.

BEGIN TIMING

Want to send silent party guests rushing into riproaring conversation? Well, toss out the topic of rotten bosses, sit back and watch the sparks fly.

Do you have an impossible boss? One who can't be pleased, no matter what you do? With whom it's useless to try to reason? Who's never satisfied? Who takes all the credit for your work and gives you nothing but grief? Is your boss vague about what she or he wants done yet fires people who don't do it?

If you have a boss who's sending you up in smoke every day, you're probably not smiling often or sleeping much. You're not alone, but you need to develop ways to cope with it all.

There really are such "killer" bosses—too many of them, of both sexes. If you're stuck with one of these daily nightmares, you might: A) Get a new boss (not likely). B) Get a new job (not easy). Or C) Get a new attitude that will allow you to cope, so you can manage your boss—and your reactions to the boss—in the most effective and satisfying manner possible. (Get the message?)

In the '80s, at the Center for Creative Leadership in Greensboro, N.C., the behavioral researchers Michael Lombardo, Morgan McCall, Jr., and Ann Morrison listened to executives' stories about their bosses. These recollections showed that most successful executives had at one time or another suffered under an "impossible" boss and—believe it or not—profited from it.

A good way to start is to learn about the demands your boss has to meet: In addition to you, how many people report to him or her? How

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many pressures are put on your boss by his or her bosses? Does your boss just want to get the job done, or is gaining greater power also on the agenda? How can you help?

Above all, learn your boss' schedule and rhythms: What time of day is he or she least pressed and most likely to be relaxed enough to help you with a problem? When is the boss most pressed—and best left alone?

Some bosses are more difficult than others. Here are a few types:

The Bulldog He not only takes responsibility, he sinks his teeth into it. He barks commands, won't admit to making a mistake and won't delegate. Since he's overworked from doing everything himself, it's a quality he will appreciate in you (although he probably never will tell you so). To cope, you must find ways to prove to him that you too are responsible. You also must learn to stand your ground—without losing your cool.

The Overbearing Blowhard This boss is on a constant ego trip. If you do very well, he takes all the credit; if you do badly, he shouts out the blame.

The Heel-Grinder This one likes to bully and humiliate. At the least provocation, she grinds you into the ground. In such an extreme case, endure till you can quit conveniently.

The successful executives and near-perfect bosses interviewed by Lombardo, McCall, and Morrison said that coping with bad bosses had helped them form their own best-management approaches. They also cited as bonuses learning to have patience and to deal with conflicts constructively, instead of destroying the troublesome relationship.

Those are hard lessons to master while trying to survive and get ahead, yet most of the successful executives interviewed had managed it. Even so, a few did quit—but only after realizing they couldn't find it rewarding enough to continue working with a very difficult boss.

Before you quit or your rotten boss retires, here are tips from Lombardo, McCall, and Morrison to help you cope:

- *Never forget—he or she is your boss.* It's your job to do the work the way the boss wants it done. You are paid to do your job in a way that makes the boss's job easier. You are there to remove obstacles for the boss—not to be one.
- *Management will judge you by how well you get along with your boss.* And that judgment will affect your progress. Working with—or around—a rotten boss teaches you how to set priorities, neutralize potentially explosive situations and choose your moments.
- *Don't try to change the boss.* There is only one person in this world you should attempt to control, and that person is you. Instead of trying to change the boss, try adjusting your *own* behavior.

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The boss may be 100 percent to blame for the conditions under which you struggle. All the same, you are 100 percent responsible for how you react to that boss and for where you go from where you are.

Rotten bosses come in an infinite number of varieties—most of them known to Robert Bramson, a management consultant in Oakland, Calif., and an author. His latest book, *Coping with Difficult Bosses* (Birch Lane Press), is culled from fourteen years of interviews and consulting work. In it, Bramson says "to cope" means "to contend on equal terms." He also says bad bosses have learned through difficult behavior to take advantage of others: Experience shows that bullying usually elicits either a cowering, back-pedaling response or an angry, explosive one. Either response plays into the hands of the difficult boss who wants to be in control.

Bramson adds that the bullying boss learns better behavior once it's clear that you respect him or her as the boss and that *you* have self-respect too. He also advises:

- *Stand your ground.* If the boss cuts in on you while you are speaking, cope by calmly saying: "I'm sorry, Sam, but you interrupted me." Then resume talking.
- *Don't argue, but do disagree.* Catch the boss in an error? Don't say, "You're wrong!" Say something like, "I think that at this point I may disagree with you, Sam, but tell me more about what you're thinking." This way, you are neither argumentative nor afraid.

"Attack" type bosses include:

The Ogre This boss likes to yell and to appear powerful. Often a quick thinker (though not always right), Ogres are unsure of their own value. They need to feel power over others, and they admire strength in those who don't threaten them. When an Ogre starts to bully you, if you can literally stand tall without declaring war (you can't win), he or she usually will back down.

The Fire Eater This boss seems emotionally uneven—prone to mood swings that may begin with grumblings and end with eruptions. When you see a storm is brewing, try to take a breather. Later, try to get the boss's attention, say you value his or her opinion and get back to basics. Be observant—try to chart those bad moods to avoid confrontations.

Then there are those bosses who just "aren't there" for you. They include:

The Super-Delegator This type seems to give you lots of responsibility, but, even when pressed, he or she won't say what's expected of you. Later, this boss might fire you—for not measuring up to expectations! To

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cope, involve this boss in all you do; give reports on progress and results; get constant feedback, coaxing out his or her guidelines. Give good-boss training!

The Staller This one is so afraid of stress—anybody's—that he or she puts off telling others anything they might find stressful. If the Staller's boss says *you* should be told to improve, you might never hear it. Distressing you would simply make the Staller too tense. (Some way to lose your job!) To cope with the Staller, be reassuring. With questions, get The Staller to tell you how you can improve your work. Then act as if the advice is a calming gift.

Last but not least are the types of bosses who hold the reins too tightly. Here's one:

The Perfectionist This boss *must* be flawless and sees mistakes everywhere. To cope, admit a mistake and tell the Perfectionist what you've learned from it—several times, if necessary. Show the boss that you want to be tops too.

To cope, learn to follow and to lead; let your relationship work for you.

Length: 1350 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

GETTING THE FACTS

1. If you have a rotten boss, you're probably not often (a) singing. (b) relaxing. (c) eating well. (d) smiling. 1. ____

2. The Center for Creative Leadership is in (a) Greensboro. (b) Georgetown. (c) Memphis. (d) Geneva. 2. ____

3. You're expressly advised to learn your boss's (a) hobbies. (b) sports interests. (c) schedule and rhythms. (d) family situation and members. 3. ____

4. *Coping with Difficult Bosses* was written by (a) Michael Lombardo. (b) Robert Bramson. (c) Ann Morrison. (d) William Moore. 4. ____

5. The Staller is said to be afraid of (a) change. (b) failure. (c) stress. (d) his or her boss. 5. ____

GETTING THE MEANING

6. The main focus is on (a) working. (b) manipulating. (c) coping. (d) producing. 6. ____

7. This selection is addressed primarily to (a) job-holders. (b) job-seekers. (c) executives. (d) the general public. 7. ____

8. The author apparently draws chiefly from (a) her work experience. (b) logic. (c) popular opinion. (d) authorities. 8. ____

9. The eight types of bosses discussed are arranged (a) from least to most common. (b) in several categories. (c) according to sex. (d) from least to most difficult to work for. 9. ____

10. You would infer the author would consider which rule to be most helpful? (a) be patient (b) understand your boss (c) never disagree with your boss (d) control your boss 10. ____

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NAME _____ CLASS _____ DATE _____

9 Speeding by Scanning

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ the proverbial needle-in-a-haystack
2. ____ an accelerator surpasses that
3. ____ goals are feasible
4. ____ jog your memory
5. ____ a versatile reader
6. ____ uncover relevant information
7. ____ most enviable position
8. ____ develop sufficient scanning skill
9. ____ such elusive things
10. ____ mass of undigested material

Definitions

a. adequate
b. desirable
c. not understood
d. many-sided
e. typical
f. exceeds
g. refresh
h. pertinent
i. workable
j. evasive

Pronunciation aids:
1. pruh-VUR-bee-ul
3. FEE-zuh-bul
5. VUR-suh-tul
6. REL-uh-vunt
7. EN-vee-uh-bul
9. ih-LOO-siv

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B. LEANING ON PARTS

The prefix *dis-* (also spelled *dif-*, or *di-*) means "apart" or "away." Supply the needed word or word part in each of the following blanks.

1. If the two sides are far away from agreement, they dis_____.
2. If you send a message away, you can be said to dis_____ it.
3. To scatter or drive away a crowd is to dis_____ it.
4. The students were dis_____ early from school.
5. If attention is distracted, it's drawn _____ in another direction.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *elusive, enviable, feasible, jog, proverbial, relevant, sufficient, surpasses, undigested, versatile.*

1. Try a mnemonic device to (refresh) _____ your memory.
2. My ability as a skier (exceeds) _____ that of my brother.
3. Their answers were (evasive) _____.
4. I make a quite (adequate) _____ salary.
5. A doctor has a very (desirable) _____ position.
6. A (workable) _____ plan is needed for success.
7. A novel that is (not understood) _____ may be criticized by the reader.
8. The one who hid his money under the bed was a (typical) _____ miser.
9. A (many-sided) _____ athlete will be successful.
10. Are these statistics (pertinent) _____ to your question?

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Reading 9

Speeding by Scanning

BEGIN TIMING

Now for the third and last superspeed technique. It's called *scanning.* To function effectively, a mechanic needs many tools. So does a reader. The different techniques are the tools. After all, you don't tighten bolts with a file or loosen screws with a wrench. And you don't *read* an entire article just for *one single fact.*

What Is Scanning?

Scanning is the special technique you use to find one specific bit of information within a relatively large body of printed matter. It's the proverbial needle-in-a-haystack situation. Of all the superspeeds, this is the highest gear of all.

Notice how it fits into place with the other techniques. The survey is like a quick, high-altitude glimpse of a large city from a plane. Skimming is a lower-altitude view, with more details observable. And scanning is a supersonic zooming in for a close glance at only one specific house.

Your Scanning Speed Potential

How fast should you scan? To answer that question, let's look at students in efficient reading classes at the University of Minnesota. Without special training, classes will, on the average, scan initially at about 1,800 wpm. Of course, they vary. Since 1972 class averages have ranged from 1,569 to 2,924 wpm. Accuracy has hovered around 75 percent, with a range from 65 to 89.

Later in the quarter, we spend an entire class period in practice. Students try one scanning problem after another, with instructional tips in between to hasten progress. That single practice session is sufficient to push scanning speeds from 1,800 wpm to 15,000 wpm. Some students even reach speeds of 24,000 wpm with 100 percent accuracy.

At the end of the quarter we asked this question: "What do you feel is your probable upper-rate limit for scanning, if you were to develop your full potential?" The answer was 18,959. Individual figures ranged from 1,700 to 75,000 wpm. These figures suggest three things: (1) how quickly

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scanning speeds can be improved, (2) how much individuals differ, and (3) what goals are feasible.

How Do You Scan?

You have certainly noticed how, in looking over a new telephone directory, your own name tends to jump out at you. It's almost like magic. This psychological fact suggests the first of four tips for ensuring accuracy in scanning.

1. *Visualize the thing to be spotted.* If you are scanning for the date 1970, for example, visualize exactly how those four numbers will look in print. That clear mental picture will make the date stand out, just like your own name.
2. *Use all available clues.* If, for example, you are scanning for a proper name, use the inevitable capital letter as an aid. With other problems, use quotation marks, hyphens, or italics. And for more complex scanning, resort to computerlike search techniques. Think of possible synonyms or key words that will lead you to the desired information.
3. *Use paragraph topical clues.* To locate average rainfall figures, find the paragraph dealing with weather.
4. *Use systematic scanning patterns.* To scan material printed in columns, as newspapers and some magazines, run your eyes rapidly down the middle of each column, using a slight zigzag motion. For solid pages of print, use a wider side-to-side movement.

Judging from class results, you should scan at about ten times your present rate. To develop that facility, however, you must practice. It's not automatic. One or two scanning problems every day will do wonders. Let it grow naturally out of your usual reading. Whenever you finish reading something, ask yourself a question. Was there mention of a name, date, formula, or statement that you're not sure about? A quick scan will bring that bit of information into sharp focus. Even more important, that daily scanning will gradually make you enviably proficient.

Functions of Scanning

Generally speaking, scanning serves two functions. It uncovers relevant information. It also accelerates your reading speed and flexibility.

Since scanning is the fastest coverage of all, its role as an accelerator surpasses that of skimming. In breezing through an article at 18,000 wpm, you are definitely breaking out of the usual reading straitjacket. You'll find it much easier to slip from reading into skimming and into scanning, as purpose dictates. And that's one true mark of a versatile reader.

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Common Situations

Actually, two fairly common situations demand scanning. They're alike—yet different. In one situation you deal with the *known,* in the other with the *unknown.*

One has already been mentioned. Remember? That's where you're after such elusive things as a date, formula, name, statement, or list. For example, you *know* that this chapter contains four scanning tips. But do you remember *exactly* what they are? If not, scan to jog your memory. In situations of this kind, scanning serves an important review function.

In the other situation, you're looking for something—but a yet unknown something. Here, you won't *know* exactly until you find it. The dilemma faced by a sales manager for a large firm is typical. Every month, salesmen would mail in lengthy reports, piling up over two feet high on his desk. Ninety-nine percent of that information was purely routine. But every month somewhere in that mass of undigested material there would be three or four bits of important information. Read them? Impossible! But he could and did develop sufficient scanning skill to get what he wanted. Similarly, in school use scanning to get you through a mountain of material to uncover details for a term paper or speech.

There it is. Your third superspeed. Most readers never take time to become skilled in a variety of different techniques. With practice, you can soon develop outstanding ability to apply the right technique at the right time. If the situation demands reading, you read. If it demands scanning, you use your highly developed scanning skills to bring success with a minimum of time and effort. That puts you into a most enviable position. Make the most of it!

Length: 1000 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

1. Reading techniques are likened to (a) tools. (b) medicines. (c) foods. (d) exercises. 1. ____

2. Which is like a quick, high-altitude glimpse of a city from a plane? (a) reading (b) scanning (c) skimming (d) surveying 2. ____

3. One in-class practice session is enough to push scanning speeds up to about what figure? (a) 2,800 wpm (b) 5,000 wpm (c) 9,000 wpm (d) 15,000 wpm 3. ____

4. Mention is made of looking into (a) an encyclopedia. (b) a dictionary. (c) a telephone directory. (d) an index. 4. ____

5. You are told to (a) squint your eyes. (b) hold material at a distance. (c) visualize appearance. (d) blink often. 5. ____

6. You are told to use what as clues? (a) quotation marks (b) hyphens (c) italics (d) all of the preceding 6. ____

7. In scanning, you are directed to (a) come straight down the middle of the page. (b) run the eyes along each line. (c) use systematic patterns. (d) use no set eye pattern. 7. ____

8. Scanning is said to serve how many functions? (a) one (b) two (c) three (d) four 8. ____

9. One illustration involves (a) an accountant. (b) a sales manager. (c) a personnel director. (d) a vice-president. 9. ____

10. You are told to scan to get material for a (a) speech. (b) lab report. (c) take-home final. (d) book review. 10. ____

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MAKING THE APPLICATION

You should discover your present scanning speed, now that you have completed the instructional selection on scanning. For this, you will probably need help from your teacher or friend. A stopwatch is almost a necessity.

Here are two problems, either of which will serve to check both scanning speed and accuracy. Both require you to scan the 1,000-word selection 19, "Speeding by Scanning."

Problem 1: In this entire selection how many dates are given—year dates, that is, such as 1972 or 1888? Visualize your problem, then at a given signal, scan the article for the answer. Divide 1,000 (the number of words) by your scanning time in seconds; multiply the resulting figure by 60 to get a wpm scanning figure.

Problem 2: How many times in this entire selection is there a specific reference to *superspeed* or *superspeeds?* Count them as you scan. Again, wait for the given signal. Keep track of the time and figure your scanning rate.

To develop more accuracy or added speed, try one or both of the following problems based on selection 1, "Reading Power—Key to Personal Growth," 1,000 words in length.

Problem 1: How many times in that selection is the proper name *Anderson* repeated? Divide 1,000 by your scanning time; multiply the result by 60 to get your scanning rate. Check accuracy.

Problem 2: How many times in that selection is the word *And* repeated, with the *A* capitalized? Follow the same procedure.

As soon as possible, start using this technique as a review device in your regular textbook reading to spot names, dates, formulas, or other facts that you want to fix in your mind after finishing the assignment. Soon you will find this an indispensable review tool.

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APPLYING THE LDE FORMULA

Work through this exercise so you can use the LDE Formula (page 97) to better advantage.

What does the prefix *syn-* mean? First, list some *syn* words. Suppose you list *synchronize, synonym,* and *synthesize.* Now define each. To synchronize two watches is to bring them together in time. Synonyms are words that belong together in meaning. And to synthesize is to bring separate parts together into a whole. Finally, extract the common meaning. You see that *syn-* probably means "together."

Now try the formula with another prefix: *hyper-*. What does it mean? Again, make a list—perhaps *hyperactive, hypertension,* and *hypersensitive.* Define each. *Hyperactive* means "more active than normal." *Hypertension* means "abnormally high tension"; and *hypersensitive,* "excessively sensitive." Extract the common meaning and you have "more" or "above normal" as meanings of *hyper-*.

Now try the formula with some roots. What does *gress* (from Latin *gradi*) mean? First, make a list. Since you may not think of any words beginning with *gress,* try adding some prefixes. Let's say you list *progress, regress,* and *digress.* If you progress, you "move forward." If you regress, you "move back"; and if you digress, you "move away" from the subject or point you're making. Extract the common denominator and you get "move" as the meaning of *gress.* Actually *gress* means "step," but if you got "move" or "go," that's close enough.

Try another: the Latin root *tractus.* What does it mean? Take off the ending to get closer to the English form, in this case *tract.* Suppose you list *tractor, attract,* and *contract.* Define them, filling in the blanks below.

1. A tractor is a vehicle for _____ loads.
2. To attract is to _____ attention to.
3. A contract is an agreement _____ up between two or more parties.

The Latin word *tractus* apparently means "to draw."

Finally, try the formula on a suffix. What does *-ic* mean? Let's say you list *metallic* and *angelic.* You define them: *metallic* is "like metal" and *angelic* is "like an angel." Extracting the common meaning *-ic* apparently means "like."

Never say that you don't know what any and all such elements mean. Just put the LDE Formula to work and discover the meanings.

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NAME _____ CLASS _____ DATE _____

10 Listening

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context	Definitions
1. ____ in the gloaming	a. educated
2. ____ peals of laughter	b. suppress
3. ____ But basically, the world	c. twilight
4. ____ If you listen totally	d. open
5. ____ I had become enlightened	e. shrieks
6. ____ but simultaneously listen	f. ingrained
7. ____ Listening is receptivity	g. essentially
8. ____ Be submissive to everything	h. completely
9. ____ to repress things	i. open-mindedness
10. ____ forms be imprinted in you	j. at the same time

Pronunciation aids: **6. sy-muhl-TAY-nee-us-lee**
7. ree-sep-TIV-uh-tee

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B. LEANING ON PARTS

The prefix *in-* changes its spelling to blend with whatever letter follows. Spell each combination.

1. in + radiate = _____
2. in + luminate = _____
3. in + migrant = _____
4. in + lustrious = _____
5. in + rigation = _____

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *basically, enlightened, gloaming, imprinted, peals, receptivity, repress, simultaneously, submissive, totally.*

1. For the first time I begin to feel (educated) _____ about the causes of the conflict.
2. (Shrieks) _____ of laughter met my first efforts to paddle a canoe.
3. The shot and the breaking glass came almost (at the same time) _____.
4. The scene of the bloody accident was indelibly (ingrained) _____ on my mind.
5. (Essentially) _____ all you have to do is send in the application form and start work.
6. The newspaper account seemed (completely) _____ inaccurate.
7. The play program quaintly gave the time of day as in the (twilight) _____.
8. To get the substance of a lecture you have to develop (open-mindedness) _____.
9. You may have to (suppress) _____ your tendency to answer test questions at too great length.
10. In a highly structured regime you have to be (open) _____ to whatever orders you get.

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Reading 10

Listening

NATALIE GOLDBERG

The communication skills of writing, reading, speaking, and listening are all interrelated. Why not capitalize on that fact? As you're told in this selection, writing is "ninety percent listening." How many other things in your life are "ninety percent listening"? Obviously, quite a few. So, for personal improvement, listen—and read!

BEGIN TIMING

At six years old I was sitting at my cousin's piano in Brooklyn making believe I was playing a song and singing along with it: "In the gloaming, oh my darling . . ." My cousin, who was nine years older, sat down beside me on the piano stool and screamed to my mother, "Aunt Sylvia, Natalie is tone-deaf. She can't sing!" From then on, I never sang and I rarely listened to music. When I heard the scores from Broadway shows on radio, I just learned the words and never tried to imitate the melody. As I grew older my friends and I played a game, Name That Tune. I would hum something and they would break into peals of laughter, not possibly believing I was actually humming "Younger Than Springtime" from *South Pacific.* This was a way I received attention, though my young heart secretly longed to be Gypsy Rose Lee. After all, I knew all the words to all the songs. But basically, the world of music was not available to me. I was tone-deaf: I had a physical defect, like a missing foot or finger.

Several years ago I took a singing lesson from a Sufi singing master, and he told me there is no such thing as tone-deafness. "Singing is ninety percent listening. You have to learn to listen." If you listen totally, your body fills with the music, so when you open your mouth the music automatically comes out of you. A few weeks after that, I sang in tune with a friend for the first time in my life and thought for sure I had become enlightened. My individual voice disappeared and our two voices became one.

Writing, too, is ninety percent listening. You listen so deeply to the space around you that if fills you, and when you write, it pours out of you. If you can capture that reality around you, your writing needs nothing else. You don't only listen to the person speaking to you across the table,

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but simultaneously listen to the air, the chair, and the door. And go beyond the door. Take in the sound of the season, the sound of the color coming in through the windows. Listen to the past, future, and present right where you are. Listen with your whole body, not only with your ears, but with your hands, your face, and the back of your neck.

Listening is receptivity. The deeper you can listen, the better you can write. You take in the way things are without judgment, and the next day you can write the truth about the way things are. Jack Kerouac in his list of prose essentials said, "Be submissive to everything. Open. Listening." He also said, "No time for poetry, but exactly what is." If you can capture the way things are, that's all the poetry you'll ever need.

Rabbi Zalman Schachter once told a group of people at the Lama Foundation that when he was in rabbinical school the students were not allowed to take notes. They had to just listen, and when the lecture was done they were expected to know it. The idea was that we can remember everything. We choose and have trained our minds to repress things.

After something is read in class, I often have the students do a "recall"; "As close as you can to the exact words of what was said or written, repeat anything that was strong for you. Don't step away and say, 'I liked when she talked about the farmland.' Give us exact details: 'Standing in the field, I was lonelier than a crow.'" Besides opening and receiving what was said, this kind of deep, nonevaluative listening awakens stories and images inside you. By listening in this way you become a clear mirror to reflect reality, your reality and the reality around you.

Basically, if you want to become a good writer, you need to do three things. Read a lot, listen well and deeply, and write a lot. And don't think too much. Just enter the heat of words and sounds and colored sensations and keep your pen moving across the page.

If you read good books, when you write, good books will come out of you. Maybe it's not quite that easy, but if you want to learn something, go to the source. Basho, the great seventeenth-century Haiku master, said, "If you want to know about a tree, go to the tree." If you want to know poetry, read it, listen to it. Let those patterns and forms be imprinted in you. Don't step away from poetry to analyze a poem with your logical mind. Enter poetry with your whole body. Dogen, a great Zen master, said, "If you walk in the mist, you get wet." So just listen, read, and write. Little by little, you will come closer to what you need to say and express it through your voice.

Be patient and don't worry about it. Just sing and write in tune.

Length: 840 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

GETTING THE FACTS

1. The author's name is (a) Natalie. (b) Sylvia. (c) Rose. (d) Jane. 1. ____

2. Specific mention is made of (a) *My Fair Lady.* (b) *South Pacific.* (c) *The Music Man.* (d) *Camelot.* 2. ____

3. You are specifically told to take in the sound of (a) a mountain stream. (b) the flowers growing. (c) bread baking. (d) the season. 3. ____

4. In rabbinical school students (a) were not allowed to highlight their texts. (b) were not allowed to take notes. (c) had to write poetry. (d) had to note details. 4. ____

5. The author quoted (a) Gypsy Rose Lee. (b) Basho. (c) Haman. (d) Zen. 5. ____

GETTING THE MEANING

6. The central idea is to help you do what better? (a) listen (b) write (c) read poetry (d) sing 6. ____

7. The author uses the word *listening* to mean (a) awareness of everything. (b) noting every sound. (c) focusing on important things. (d) getting central ideas. 7. ____

8. Telling you to go to the tree is to get you to go to (a) a composition text. (b) the dictionary. (c) action. (d) life. 8. ____

9. The primary purpose is to (a) entertain. (b) tell a story. (c) instruct. (d) describe. 9. ____

10. To make her point the author relies largely on (a) contrasts. (b) personal examples. (c) experimental data. (d) opinions of authorities. 10. ____

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NAME _____ CLASS _____ DATE _____

11 The Nature and Importance of Effective Listening

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context	Definitions
1. ____ a judicious follower	a. taxing
2. ____ a tedious interruption	b. aggressive bargainers
3. ____ a dynamic activity	c. fluency
4. ____ business derived from	d. project
5. ____ eloquence of a speaker's voice	e. conservative
6. ____ scantily clad	f. resulted
7. ____ political hucksters	g. barely
8. ____ convey your support	h. invigorating
9. ____ dour and inattentive	i. severe
10. ____ an exhilarating experience	j. unstable

Pronunciation aids: **1. ju-DISH-us**
6. SKANT-i-lee
10. eg-ZIL-uh-rate-ng

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B. LEANING ON PARTS

Here's another context-root review exercise—over *tendere,* meaning "to stretch." Fit the appropriate word into each of the numbered blanks below. Select from the following list of words derived from *tendere: tent, tends, extend, tension, pretend, portent, extensive, intention, attention, superintend.*

Anything that makes words more interesting (1) _____ to (2) _____ your vocabulary. (3) _____ to derivation has that effect. So your present (4) _____ efforts with derivation are a (5) _____ of increased interest and better results.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *convey, derived, dour, dynamic, eloquence, exhilarating, hucksters, judicious, scantily, tedious.*

1. The community concert was (invigorating) _____.
2. They seem charming, but are really (aggressive bargainers) _____.
3. Be (conservative) _____ in distributing the remaining water.
4. We are not sure what will happen after the press conference, because this situation is (unstable) _____.
5. People thought he was never happy because of his (severe) _____ appearance.
6. Corey (barely) _____ sprinkled the grass with water.
7. Navigating through traffic on I-5 can be (taxing) _____.
8. She delivered the commencement address with great (fluency) _____.
9. Profits (resulted) _____ from his clever investments.
10. Barry White's music in the background will (project) _____ a romantic mood.

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Reading 11

The Nature and Importance of Effective Listening

MICHAEL OSBORN AND SUZANNE OSBORN

"Oh, I'm sorry; I wasn't listening." If more people were honest, you'd hear that retort more often. The truth is that most people find paying careful attention and working to understand what someone else is saying a difficult thing to do. Just a few adjustments in the way you respond to speakers can increase the value of the experience. Give effective listening a try.

BEGIN TIMING

Although we spend the greatest amount of our communication time listening, we receive less formal training in listening than we do in speaking, writing, or reading. Why is this so? Perhaps educators assume that we know by nature how to listen well, despite a great deal of evidence to the contrary. They may undervalue listening because they associate it with following, whereas they associate speaking with leading. In the dominant American culture, leadership is admired more than "followership," even though being a judicious follower is one definition of a good citizen. As S. I. Hayakawa once commented, "Living in a competitive culture, most of us are . . . chiefly concerned with getting our own view across, and we . . . find other people's speeches a tedious interruption of our own ideas." . . . Finally, in a society that admires being "on the move," we may think of speaking as an active and listening as a passive behavior. This ignores the fact that effective listening is a dynamic activity that

- Seeks out the meaning intended in messages
- Considers apparent and not-so-apparent motivations
- Evaluates the soundness of the reasoning and the reliability of supporting materials
- Calculates the value and risk of accepting recommendations
- Integrates them creatively into the world of the listener

Other cultures place a higher premium on good listening behaviors. Some Native American tribes, for example, have a far better appreciation of their importance. The council system of the Ojai Foundation has three main

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rules for conducting business derived from tribal custom: "Speak honestly, be brief, and listen from the heart." The Lakota also recognize the value of listening. In their culture:

> **Conversation was never begun at once, nor in a hurried manner. No one was quick with a question, no matter how important, and no one was pressed for an answer. A pause giving time for thought was the truly courteous way of beginning and conducting a conversation. Silence was meaningful with the Lakota, and his granting a space of silence to the speech-maker and his own moment of silence before talking was done in the practice of true politeness and regard for the rule that, "thought comes before speech."**

We shall apply these lessons from the Ojai and Lakota people and regard listening as vital to successful communication.

The Ladder of Listening

The Chinese symbol for the verb "to listen" has four basic elements: undivided attention, ears, eyes, and heart. This symbol suggests some of the basic differences between simply hearing and actually listening. *Hearing* is an automatic process in which sound waves stimulate nerve impulses to the brain. We may call it the **discriminative phase,** in which we detect the vital sounds of spoken communication. While it is a necessary condition to the listening experience, it is only the first step up the ladder that rises over communication barriers. *Listening* is a voluntary activity that goes beyond the mere physical reaction to sounds. At the very least, listening involves focusing, understanding, and interpreting:

- You must focus on the message and block out factors that compete for your attention.
- You must understand the speaker's verbal and nonverbal language.
- You must interpret what you hear in light of your own knowledge and experiences.

These elements make up the **comprehensive phase,** the next rung of the ladder. Beyond these basic processes is the **empathic phase,** which emphasizes the heart in the Chinese symbol. When we are empathic, we encourage speakers by suspending judgment and allowing them to be heard. We try to see things from their point of view, even though we may not agree with them. Our next step up the ladder of listening is to the **appreciative phase,** in which we respond to beauty in the message. For example, we may enjoy the simplicity, balance, and proportion of a speech structure, or the eloquence of a speaker's words.

Critical listening represents another step up the ladder. Critical listeners analyze and evaluate the content of a message. They factor into the analysis their assessment of the speaker's motives and feelings. This step adds the element "mind" to the Chinese symbol for listening. Critical listeners also provide appropriate feedback to the speaker. As you evaluate, you

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may offer visual cues such as smiles or frowns, puzzled looks, or nods of agreement that let a speaker know how you are responding.

The final rung on the ladder of listening is **constructive listening.** Constructive listening involves seeking in messages their value for our lives. . . . Constructive listeners add to a message, finding in it special applications to their lives. As they listen to a speech on the importance of air bags in automobiles, they may question whether there are differences in the quality of air bags from one automobile to another. They may wonder if there are any drawbacks to air bags and, if so, how they might avoid them. If they don't hear the answers they seek in the speech itself, these listeners may question the speaker afterwards, creating a dialogue that extends the meaning of the speech. Such dialogues often produce discoveries, better realizations of values, and better answers to public questions. . . .

Benefits of Effective Listening

Effective listening benefits both listeners and speakers.

Benefits to the Listener

Charlatans often try to cover up a lack of substance or reasoning with a glib presentation or with irrelevant appeals. How many times have you seen attractive, scantily clad young men and women appearing in ads to sell everything from soft drinks to automatic transmission repair services? Or consider ads that rely on celebrity endorsements. What are the ads really selling? Ads may also ask you to buy what "doctors" recommend without explaining the credentials of these "doctors"—Ph.D.s in history may know very little about vitamins! Finally, political hucksters may hope that you won't notice their substitution of assertion for evidence, their appeals to prejudice in the place of good reasons. Effective listening skills may help ward off such deception.

Listening skills also have broad application to your academic and professional life. Students who listen effectively earn better grades and achieve beyond expectation. The reasons would seem obvious: Effective listeners learn to concentrate on what is being said and to identify what is important. They motivate themselves to learn by exploring the value of information for their lives. The most effective student listeners read assignments ahead of time to familiarize themselves with the language and to provide a foundation for understanding. . . .

At work, improved listening skills can mean the difference between success and failure—both for individuals and for companies. A Department of Labor report emphasized the value of learning how to listen effectively. A survey of over 400 top-level personnel directors suggested that the two most important factors in helping graduates find jobs are speaking and listening ability. Another survey of major American corporations reported that poor listening is "one of [the companies'] most important problems" and that "in-

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effective listening leads to ineffective performance." If you listen effectively on the job, you will improve your chances for advancement. . . .

Benefits to the Speaker

Speakers obviously benefit from an audience of good listeners. When audiences don't listen well, they can't provide useful feedback. Moreover, a good audience can help alleviate communication apprehension by creating a supportive classroom environment. Speakers need to realize that their listeners want them to succeed. You can convey your support by being a pleasant and responsive listener rather than dour and inattentive. Give speakers your undivided attention. Take an occasional note at appropriate moments—this suggests to them that you think their ideas are important. Nod occasionally in response to what they say. Show respect for them as people, even when you disagree with their ideas. Look for value in what they say.

An audience of effective listeners also can boost a speaker's self-esteem and make speaking an exhilarating experience. How many times have you had people really listen to you? How often have you had an opportunity to educate others? How frequently have your ideas and recommendations been taken seriously? If your answer is "seldom" or "never," you may be in for a pleasant surprise when you make your presentations. You will soon discover that there are few things quite as rewarding as having people really listen to you and respect what you say. . . . Negative evidence of the importance of this factor is provided by the difficulty many women executives have in American business. Often they hold an organizational title, but are not regarded as company "insiders." Consequently, they are sometimes not taken seriously when they speak. They suffer, and the company suffers from the loss of their ideas.

Length: 1420 words.
Reading Time: _____
See Conversion Table, p. S127

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COMPREHENSION CHECK

GETTING THE FACTS

1. According to the text, humans receive more formal training in reading, writing, and speaking than in (a) concentration. (b) English. (c) math. (d) listening. 1. ____

2. Effective listening seeks out the (a) intended meaning. (b) intended receiver. (c) origin of the idea. (d) impact of the message. 2. ____

3. Effective listening requires good skills in (a) speaking. (b) presentation. (c) notetaking. (d) concentration. 3. ____

4. The Chinese symbol for the verb "to listen" has four basic elements: undivided attention, eyes, ears, hands, and (a) soul. (b) conscience. (c) guilt. (d) heart. 4. ____

5. The text specifically says students who listen effectively (a) work faster. (b) graduate sooner. (c) earn better grades. (d) get better interviews. 5. ____

GETTING THE MEANING

6. The main idea is effective listening contributes to better (a) consuming. (b) selling. (c) recreation. (d) living. 6. ____

7. Effective listening skills are (a) learned. (b) costly. (c) impossible to improve. (d) accidental. 7. ____

8. A speaker's effectiveness is influenced by listeners' (a) eloquence. (b) presentation. (c) attentiveness. (d) position in the audience. 8. ____

9. The author implies that sometimes when women executives speak, listeners (a) question them. (b) ignore them. (c) revere them. (d) rebuke them. 9. ____

10. Effective listeners (a) apply what they learn. (b) scrutinize the message. (c) reject the facts. (d) contradict the facts. 10. ____

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NAME _____ CLASS _____ DATE _____

12 How to Remember: Some Fundamental Principles

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context	Definitions
1. ____ That's comparable to	a. catch phrases
2. ____ of our inherent memory	b. volley
3. ____ the constant barrage	c. nearness
4. ____ the second prerequisite	d. equivalent
5. ____ Mr. Farley was cited	e. likeness
6. ____ vital that you visualize	f. natural
7. ____ when slogans like these	g. requirement
8. ____ is a cue, a clue	h. picture
9. ____ Law of Resemblance	i. hint
10. ____ Law of Contiguity	j. singled out

Pronunciation aids: **1. KOM-pur-uh-buhl** **2. in-HEER-uhnt** **3. buh-RAHZH** **4. pree-REK-whuh-zit** **10. kon-tuh-GYOO-uh-tee**

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B. LEANING ON PARTS

Here are two more quite changeable prefixes: *ad-* and *ob-*. Get better acquainted with them by combining them with the roots given below.

1. ad + cept = _____
2. ad + low = _____
3. ob + press = _____
4. ob + fend = _____
5. ob + cur = _____

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *barrage, cited, clue, comparable, contiguity, inherent, prerequisite, resemblance, slogans, visualize.*

1. When wondering about a strange word, be sure to examine context for a (hint) _____ about meaning.
2. I could see very little (likeness) _____ between them even though they were twins.
3. "A new word a day keeps the low grades away"—that's one of my (catch phrases) _____ to motivate vocabulary study.
4. Can you (picture) _____ the big celebration parade for homecoming?
5. Some people seem born with a strong (natural) _____ distrust of strangers.
6. The new hospital volunteer was (singled out) _____ for exceptional service.
7. Do you know the (requirement) _____ for Chemistry 103?
8. The initial plans placed the two structures in (nearness) _____.
9. At one time a British pound was (equivalent) _____ to approximately one dollar and a half.
10. When I returned from vacation, my roommate overwhelmed me with a (volley) _____ of questions.

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Reading 12

How to Remember: Some Fundamental Principles

ROBERT L. MONTGOMERY

Tie a string around your finger! Is that one of the fundamental principles? The great Leonardo da Vinci said, "Iron rusts from disuse . . . even so does inaction sap the vigors of the mind." In short: no one has a bad memory, just an unused or untrained one. Develop your memory now, then use it. Knowing the fundamentals! That's your next step.

BEGIN TIMING

The Prerequisites

Most of us, psychologists say, don't use more than 10 percent of our native ability to remember. That's comparable to running a car on one or two cylinders and just poking along.

Why don't we use more of our inherent memory power? There are several answers. First, because we haven't been trained to. Nowhere in our schooling were we taught how to use our powers of memory. And second, because we often just don't *care*. And that leads me to the three things that I feel are essential to a more powerful memory.

First, you must have a burning *desire* to improve your memory. *You must care about it.* Most people struggle along with poor memories, enduring endless frustrations and embarrassments in their daily lives, because they just don't want to be bothered remembering the constant barrage of names, numbers, facts, and information. What you have to do is remind yourself of the many benefits of a good memory: the increased confidence I promised you, the popularity, the peace of mind. Aren't those three alone enough to stir a desire in you to improve?

The second prerequisite is the ability to *concentrate*. You will be effective in remembering to the degree that you care enough to concentrate. A short period of intense concentration will often enable you to accomplish more than years of dreaming.

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The third prerequisite was revealed to me by former Postmaster-General James Farley of New York City. Mr. Farley was cited by associates for having the most remarkable memory in this century. I asked him his secret.

"There's no real secret," he said. "You simply must *love people.* If you do, you won't have any trouble remembering their names, and a lot more about them than that."

And that's the third essential: You must *care about people.* It wasn't long after I talked to Mr. Farley that I came across an interesting line from Alexander Pope. "How vast a memory has love," he wrote. Certainly a deeper interest in people, and in your work as well, should make your desire to remember and your concentration much easier.

The Basic Laws

Visualize

Now you're ready to learn the basic techniques for developing your memory. The first essential is to *visualize.* Picture what you want to remember. Since 85 percent of all you learn and remember in life reaches you through your eyes, it is absolutely vital that you visualize the things you want to recall later. To do that, you must above all become *aware.* And awareness involves becoming both a keen observer and an active listener. You have to see clearly and hear accurately in order to picture vividly what you want to remember. Too many people go through life only partly awake, only partly aware. They don't forget names; they never hear them clearly in the first place. The art of *retention* is the art of *attention.*

Become curious, observant, and sensitive to everything around you. See the roof detail on that old building. Notice the difference between the tree greens of April and of August. Hear the difference between the sirens of an ambulance, a fire truck, a police car. Sharpen your senses of sight and hearing—they're the most important. Together, those two senses account for 95 percent of our memory power. Two ancient sayings highlight the importance of visualizing. "One time seeing is worth a thousand times hearing." And "A picture is worth ten thousand words."

Repeat

If school didn't bother to teach us formal memory work, it did teach us the need for *repeating.* We were taught to memorize by repeating a poem, a date, or the alphabet over and over again. Radio and television commercials rely heavily on repetition to remind listeners to buy, buy, buy.

Is there an American who doesn't recognize "Try it, you'll like it" or "I can't believe I ate the whole thing"? Burger King's famous "Have it your way" moved McDonald's, who got busy and created the line, "You, you're

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the one." When slogans like these are set to music, people don't just remember them—they even sing them. And there you have the secret of success: repetition.

Associate

Before we get into actual demonstrations of the kinds of memory and the application of techniques, there's one more key to memory, and it's the most important. The one indispensable fundamental is the requirement that you *associate* anything you want to recall later. Association is the natural as well as the easy way to assure instant recall. Your brain is more remarkable than even the most amazing computer in the world. And the principle on which it works is association. The brain is, in fact, an associating machine. To recall a name, date, or fact, what the brain needs is a cue, a clue.

Let's step back into history for a moment. Over 2,000 years ago Aristotle defined what he called the Primary Laws of Association. There is the Law of Resemblance or Similarity, where one impression tends to bring to mind another impression which resembles it in some way. There is the Law of Contrast or Opposites, which says that where there are two or more opposing impressions, the presence of one will tend to recall the others. And finally there is the Law of Contiguity or Togetherness. If two or more impressions occur at the same time, or follow close on one another in either time or space, thinking of one will recall the other.

There are secondary Laws of Association as well, and these are known as Recency, Frequency, and Vividness. *Recency* means we tend to recall associations made recently much better than those made months or years ago. *Frequency* implies that the more often you repeat an association, the easier it will be to recall. And *vividness* means that the more graphic or striking the association is, the quicker you'll be able to recall it.

In summary, the requirements for improving your memory are concentration, a desire to remember, and a love for people.

And the techniques for mastering the art of memory are visualizing, repeating, and associating.

One final note, this time on how to study: Memorizing anything is easier and faster when you practice for a half hour or so, and then go off and forget it for a while. Work again later for another half hour, then take another break. Tests have proved time and again that we learn better and faster when we alternate work and rest in a sort of wave pattern. The rest period actually reinforces the learning.

Now then, can you remember all that?

Length: 1110 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

GETTING THE FACTS

1. How many prerequisites are discussed? (a) only one (b) two (c) three (d) four — 1. ____

2. Specific mention is made of (a) Plato. (b) Alexander Pope. (c) Rockefeller. (d) Henry Ford. — 2. ____

3. What percentage of what you learn and remember do you reach through your eyes? (a) 56 (b) 64 (c) 72 (d) 85 — 3. ____

4. There is specific mention of (a) McDonald's. (b) Whataburger's. (c) Wendy's. (d) Kentucky Fried Chicken. — 4. ____

5. Your brain is called (a) a computer powerhouse. (b) a bulging storeroom. (c) an associating machine. (d) a memory bank. — 5. ____

GETTING THE MEANING

6. This selection is primarily to do what for memory improvement? (a) explain key techniques (b) stress the importance of visualizing (c) show where the Laws of Association came from (d) provide a solid first step — 6. ____

7. You would infer that the author thinks (a) most people have good memory potential. (b) memory depends on IQ. (c) concentration is the key. (d) age affects memory. — 7. ____

8. This selection is best described as (a) inspirational. (b) entertaining. (c) practical. (d) stimulating. — 8. ____

9. The reference to Aristotle is to (a) indicate the source of certain basic laws. (b) suggest how long memory has had attention. (c) reveal Aristotle's great wisdom. (d) show the value of old ideas. — 9. ____

10. The discussion of slogans shows what as a memory aid? (a) music (b) repetition (c) clever phrasing (d) association — 10. ____

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NAME _____ CLASS _____ DATE _____

13 Literature: Nothing to Be Afraid Of

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ an arduous task
2. ____ approaching the assignment apprehensively
3. ____ vicarious experiences
4. ____ immerse themselves
5. ____ calculatingly ready the environment
6. ____ fashion for the reading experience
7. ____ will be consequential
8. ____ elucidations lead to life-lessons
9. ____ temporal, and psychological environment
10. ____ absolute comprehension

Definitions

a. imaginative participation
b. clarifications
c. create
d. difficult
e. deliberately
f. plunge
g. complete
h. important
i. hesitantly
j. time

Pronunciation aids:

1. AR-joo-us
3. vi-KER-ee-us
5. CAL-kyoo-lat-ing-ly
7. kon-si-KWEN-shul
8. e-loo-suh-DAY-shuns
9. TEM-puh-rel

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B. LEANING ON PARTS

Stare means "stand." When you see *sist, sta(t),* or *sti,* look for that meaning. Fill in each blank below with some form of *stare.*

1. The bronze equestrian _____ of the captain stood in the plaza.
2. To stand firmly on a point you've made is to in_____ on it.
3. If the car stands perfectly still, it is _____.
4. All hostilities ended when the armi_____ was signed.
5. If you can't do that by yourself, get an as_____.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *absolute, apprehensively, arduous, calculatingly, consequential, elucidations, fashion, immerse, temporal, vicarious.*

1. The IMAX Theater provides an environment for (imaginative participation) _____ travel through the Grand Canyon.
2. Firefighters (deliberately) _____ advanced through the burning forest.
3. Thanksgiving and Christmas have a closer (time) _____ relationship than do the Fourth of July and Labor Day.
4. His paintings are (clarifications) _____ of his early childhood memories.
5. To remove the label, (plunge)_____ the bottle in hot water.
6. Using this as a model, (create) _____ the chest to accommodate one adult's clothing for a week.
7. After hearing the loud explosion, Chris opened the door, (hesitantly) _____.
8. Removing the injured from the crumpled vehicle was a dangerous and (difficult) _____ assignment.
9. The speaker insisted upon (complete)_____ attention.
10. A miscalculation of $.11 on your monthly budget is not (important) _____.

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Reading 13

Literature: Nothing to Be Afraid Of

BEGIN TIMING

Many students delay taking Composition II or other literature-based courses because they fear not being able to read and understand the content of the course. Others are sure they will "hate it," be bored, or have to sacrifice endless hours to get the job done. If you sometimes struggle with literature assignments, try the following strategies to make an arduous task manageable.

Adopt a Receptive Attitude

The person who said, "Ninety percent of success is in the attitude" was wise. To succeed at reading literature, begin with a positive attitude toward the task. Rather than approaching the assignment apprehensively, look at it as an opportunity to enhance your knowledge through vicarious experiences. A successful strategy for developing a receptive attitude is to view reading literature as a sensory adventure, allowing authors to transport you into other worlds. Efficient readers immerse themselves in the writer's world and make every effort to experience the content through the author's eyes.

Create a Conducive Study Environment

You should calculatingly ready the environment where you plan to study literature. Just as setting is important to the literature you read, it is also important to the frame of mind you fashion for the reading experience. Find a spot where you will be free of most distractions: a library reading room, a learning center, a secure park or other public space, or on public transit during your commute. If you must study in a busy household, request that those who share the space with you respect your need for privacy and give them a schedule of times when you will be available for other activities.

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Before beginning, make sure you are in good physical condition: not sleepy, tired, hungry, or ill. Then organize all of the tools you will need, such as your texts, pens, paper, a dictionary and thesaurus, and comfortable lighting. Ensure that the study environment is adequately ventilated and between 70 and 75 degrees Fahrenheit. An uncomfortable space will interfere with your concentration.

Study the Selection, Don't Just *Read* It

Unfortunately, many students reserve only a few minutes to "quickly read" a literature assignment. Not surprisingly, many of these same students derive only a vague idea of what the selection is about.

Successful readers know that reading and studying are not the same. Reading is an essential step in the study process, but simply reading the text does not ensure comprehension. A proven approach is to begin by reading the title and speculating about the author's message. Next, note who the author is and reflect on other pieces she or he has written.

Then, preview the selection by reading the introduction, reviewing discussion questions that often follow the selection, and considering the tips and challenges your instructor set forth in the assignment.

Finally, actively study the selection. That means visualizing the setting and action, hearing the dialogue, experiencing the sensory references, feeling the emotions of the characters, and anticipating what will happen next. If you have time, *read* the entire piece, quickly, for a first impression. Then *study* the text by doing the following: (1) read with deliberation, making notations in the margins about your impressions; (2) question the characters and the author's interpretation of actions and dialogue; (3) test the developments against your own experiences and against logic; (4) highlight new vocabulary, using context, where possible, to approximate meaning; (5) note actions or circumstances that you believe will be consequential to the development of the piece; (6) mark any portions of the text that are difficult for you to understand; and (7) when finished, write a 100-word summary of the piece in your own words. If you are unable to do step seven so that a person who has not studied the selection would understand it, repeat the steps in the process and/or seek assistance from your instructor or the staff in your learning center.

Assess the Elements of Literature

Authors develop the following literary features to reveal their message: plot, characters, theme, setting, and point of view. Students who fail to evaluate these components and determine their interdependency fail to reap the full benefit of the selection. Successful students analyze the following:

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Plot: What is happening (has or will happen)? What is the pattern of the action? Is there a relationship between events? How do the events lead to conflict and resolution?

Characterization: Who are the characters? What are they like? What are their traits? What are their relationships to one another? Which characters, if any, undergo change? Why do they change? How does the change affect events? How do events affect character change? What problems do the characters have? How do characters solve their problems? Do the elucidations lead to life-lessons? Do some characters share similar or conflicting traits, mannerisms, and/or beliefs? If so, what are the resulting dynamics?

Theme: What is the work's central idea? What comment is the author making about life? To identify theme, ask "What is the subject of this piece? What does this author want the reader to understand about the subject?"

Setting: What is the physical, social, temporal, and psychological environment of the work? Where and when does the work take place? What does the environment look, sound, feel, and smell like? What is the relationship of setting to characters and theme? How does the social and psychological environment affect characters?

Point of View: From what perspective does the author present the action? What voice does the author allow characters to use? Who is telling the story and why? Why did the author choose this point of view? What effect does point of view have on theme, setting, and characterization? What effect does the author's point of view have on your interpretation? How does the author want readers to see the world on this subject?

This plan does not guarantee absolute comprehension, but it does provide you reasonable access to authors' story-telling techniques. It also helps to read literary criticisms (essays that analyze literature) of the piece you are studying and discuss your discoveries with others.

Length: 1000 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

GETTING THE FACTS

1. Many students avoid literature courses because they're (a) too busy. (b) afraid. (c) not curious. (d) negligent. 1. ____

2. To do well in literature classes, you must have (a) been a writer. (b) taken a writing course. (c) a positive attitude. (d) a literary background. 2. ____

3. Your study space should be between (a) 60°–65°. (b) 65°–70°. (c) 70°–72°. (d) 70°–75°. 3. ____

4. When studying literature, make notations in the margins about (a) your impressions. (b) test questions. (c) lecture notes. (d) other works by the author. 4. ____

5. Criticisms are (a) synopses. (b) analyses. (c) rejections. (d) characterizations. 5. ____

GETTING THE MEANING

6. The purpose of this piece is to show you how to (a) read literature. (b) write literature. (c) study literature. (d) critique literature. 6. ____

7. Emphasis is on (a) choosing the right author. (b) preparing to succeed. (c) memorizing text. (d) reading quickly. 7. ____

8. Where you study literature is (a) very important. (b) mildly important. (c) inconsequential. (d) non-negotiable. 8. ____

9. Summarizing a piece of literature tests (a) previewing skills. (b) objectivity. (c) imagination. (d) comprehension. 9. ____

10. This selection is primarily (a) entertaining. (b) argumentative. (c) condescending. (d) instructional. 10. ____

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NAME _____ CLASS _____ DATE _____

14 The Three Who Found Death

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context

1. ____ range of <u>brawls</u>
2. ____ heard a <u>knell</u>
3. ____ a great <u>score</u>
4. ____ all <u>stark</u> mad
5. ____ <u>"Churl,"</u> said one
6. ____ grant me this <u>boon</u>
7. ____ one of the <u>knaves</u>
8. ____ by the <u>hoard</u>
9. ____ with your <u>dirk</u>
10. ____ <u>flasks</u> of wine

Definitions

a. request
b. dagger
c. number
d. fights
e. bottle-shaped containers
f. death bell
g. treasure
h. rogues
i. completely
j. peasant

Pronunciation aids: **2. nell**

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B. LEANING ON PARTS

The prefix *mono-* means "one" or "alone." Supply the appropriate word or word part in each of the following sentences.

1. An airplane with only one wing is called a mono_____.
2. A word of only one syllable is a mono_____.
3. If some company has exclusive control, it has a mono_____.
4. Doing one and the same thing day after day soon becomes mono_____.
5. A monochrome is a painting or drawing done in _____ color.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *boon, brawls, churl, dirk, flasks, board, knaves, knell, score, stark.*

1. The word (peasant) _____ is certainly not as commonly used now as it was years ago.
2. The (rogues) _____ lay in ambush to rob those returning from an evening meeting.
3. Avoid that disreputable tavern with its nightly (fights)_____.
4. The museum contained some beautifully decorated (bottle-shaped containers) _____ of Greek origin.
5. The sound of the (death bell) _____ scared me.
6. Why not ask the king to grant you safe conduct as a special (request) _____?
7. A (number) _____ of years passed before they met again.
8. A long-handled (dagger) _____ was the only weapon available for the mission.
9. One disaster after another finally drove the leader (completely) _____ mad.
10. The (treasure) _____ stolen from the palace was soon well hidden in a remote mountain cave.

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Reading 14

The Three Who Found Death

GEOFFREY CHAUCER

Try reading the oldest story in English that you've probably ever read—or ever will read. Over 600 years old! Of course, Chaucer's English isn't ours. Here's an excerpt from his Canterbury Tales:

> *Whan that Aprill with his shoures soote*
> *The droghte of March hath perced to the roote.*

Obviously Chaucer had a spelling problem! So, we're retelling his story in a more modern way. See how you like it.

BEGIN TIMING

In the dim past, near the North Sea, a group of young men took a hand in a whole range of brawls and fool's tricks. They drank. They fought. They bet on the dice. Night and day this was their sport. They ate and drank far more than they should. They drank toasts to the Foul Fiend from Hell. The oaths they swore were great and foul—vile things to hear.

The three worst were now in a bar at the inn—drunk, their mugs half full in front of them. Then they heard a knell—men on their way to take a corpse to the grave. One of the drunks called to a lad who was near.

"Go and ask," said he, "what corpse is that they bear? And bring us word."

"Sir," said the boy, "I need not ask. I heard who it was. He was an old friend of yours. As he sat here on this bench last night—drunk—he was killed. There came a thief called Death, who kills in these parts. Death struck him to the heart, then went his way. He said not a word. He has slain all who stand in his way. Sir, when you come to meet him, I think it best you should watch out for this black foe. Be on guard. So my folks taught me."

"By St. John," said the man whose inn this was, "the child speaks truth. For this year, in a large town a mile hence, Death came and killed a great score. I think he must be near. It were a wise man to be on guard to keep from ill."

Then with a vile oath did one rogue say, "Is there such risk to cross his path? I vow to hunt him in all parts—all streets in each town." He turned

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to his two friends. "Hear me. Let us all three join hands to seek out this fiend Death and slay him!"

And so, all stark mad and drunk, they swore on oath, then left and went to the town of which the man at the inn had told them.

They had gone but half a mile when they met a poor old man. He was meek but spoke to them. "Churl," said one of the three, "what do you do here at your old age? Why don't you die?"

The old man spoke, his eyes on the face of the one who had asked. "I cannot find a man who will change his youth for my great age. So I must bear my age as long as it is the will of God I should do so. Death will not take my life. And I walk on earth like a sad wretch. On the ground, which is like the door to the one who gave me birth, I knock with my staff. I say to her, 'Please let me in! See how thin and weak I am. When shall I have rest? I would that I could go to my grave down by you and lie in peace.'

"Yet she will not grant me this boon. Pale and sad is my face. But, sirs, it is not right for you to do wrong to an old man who has not said or done you ill. Harm not this old man. You would not like to be harmed in your old age. So, God be with you. Now I must go on my way."

"Nay, nay, old churl," said one of the knaves. "By St. John we do not part so fast. You spoke just now of that fiend Death that goes here and there and kills all our friends. By my truth, tell us where he is. Do you wish him to kill us? Are you his spy?"

"Sirs," said he, "if it be your wish to find Death, turn up yon path that winds back and forth. On my faith, I left him in that grove by a tree, and there he will be for some time. I know he will not hide from you in spite of all your bold talk. Do you see that oak? There you will meet with him. And God keep you," said the old man.

The three rogues ran up the path till they came to the tree. There they found a large heap of fine gold coins. They sought no more for Death, so glad they were at the sight of those bright gold coins. Down they sat by the hoard.

One of the three said that as they had found gold, they should now live in mirth and fun for the rest of their lives. "But," said he, "if we take all this gold home now, we shall run the risk that men will think us thieves—and we may be hanged. We had best take the gold home at night so as not to be seen. In the meantime, let us draw lots to see who shall go to the next town to buy bread and wine. The other two will stay and guard the gold."

So, they drew lots. The lot fell to the young one. As soon as he was out of sight on his way to town, one said, "You know that we three have long been sworn friends. Now if you will hear me, I will show you how all this gold for us three, shall be for just us two."

"How can that be? Our sworn friend trusts us and knows where the coins are."

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"Here is what we will do. Two are more strong than one. When he comes back and sits down, you must push him as if in play and try to get him down. I will watch my chance while you seem to play, and stab him in the ribs. See that you do the same with your dirk. Then, my dear friend, all this gold will be for just us two and we may do with it what we please." In that way did the rogues plan to kill their young friend.

As the young one went on to town, he thought of all that gold. "O, Lord," he said. "If I could but have all that gold as my own, not a man on earth would be as glad as I."

Then did the great foe of man—the Foul Fiend—put it in his head to buy a strong drug to kill his two friends. He found a drug, one drop of which would strike a man dead.

He then bought three flasks of wine. He put the drug in two of them, then put wine in all three. When he came back to his mates, he thought to kill them and take all the gold home as his own that night.

What need I to go on with my tale? As the two did plan, they killed him. Then they sat down to feast. When they were done they would dig a hole and put the dead one out of sight. But, by chance, they got one of the flasks with the drug to drink.

What pain they had as they died. And so the lives of all these rogues did end. They did in truth find Death.

Length: 1220 words.
Reading Time: _____
See Conversion Table, p. S115

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The Three Who Found Death

COMPREHENSION CHECK

1. This story occurred near which Sea? (a) Irish (b) Celtic (c) Baltic (d) North — 1. ____

2. When the three heard a knell, they (a) sent a lad to find out who had died. (b) went out to sea. (c) asked the innkeeper. (d) heard someone say the name. — 2. ____

3. The dead man was a (a) visitor. (b) stranger. (c) friend. (d) townsman. — 3. ____

4. Speaking of Death, the innkeeper tells them (a) not to worry. (b) to be on guard. (c) that Death comes nightly. (d) that Death always wears black. — 4. ____

5. The three ask the old man they meet (a) where he's going. (b) where he's been. (c) where he lives. (d) why he doesn't die. — 5. ____

6. The old man's mother (a) died ten years ago. (b) lives in another village. (c) is dead. (d) lives with her son. — 6. ____

7. The old man told them that Death is by what kind of tree? (a) beech (b) oak (c) maple (d) fir — 7. ____

8. They don't take the gold home immediately for fear that people would (a) rob them. (b) gossip about them. (c) think them thieves. (d) arrest them. — 8. ____

9. Which one left for food? (a) the youngest (b) the oldest (c) the smallest (d) the fattest — 9. ____

10. The poison was said to have brought (a) sudden death. (b) a lingering death. (c) an easy death. (d) a painful death. — 10. ____

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NAME _____ CLASS _____ DATE _____

15 The Juggler

WORD POWER WORKOUT

A. LEANING ON CONTEXT

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

Words in Context	Definitions
1. ____ asked for <u>refuge</u>	a. burst of applause
2. ____ a tear of <u>compassion</u>	b. took in
3. ____ in his <u>generosity</u>	c. significant
4. ____ wear his <u>jester</u> outfit	d. shelter
5. ____ began his <u>routine</u>	e. expressive
6. ____ gave him a standing <u>ovation</u>	f. regular procedure
7. ____ do an <u>encore</u>	g. willingness to give
8. ____ <u>meaningful</u> moment of silence	h. professional fool
9. ____ <u>eloquent</u> instructive silence	i. favor, pity
10. ____ we <u>absorbed</u> the power	j. repeat performance

Pronunciation aids: **1. REF-yooj** **7. AHN-kor** **6. oh-VAY-shun** **9. EL-uh-kwent**

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B. LEANING ON PARTS

The prefix *trans-* means "across" or "beyond." Supply the needed word or word part in each of the following sentences to see that prefix at work.

1. They went across the Atlantic in a trans_____ liner.
2. This ticket allows you to trans_____ across to another bus.
3. If you lose too much blood, you'll need a blood trans_____.
4. If you can't read French, find someone to trans_____ this letter.
5. If it transcends expectations, it goes _____ what you expected.

C. MAKING THE WORDS YOURS

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *absorbed, compassion, eloquent, encore, generosity, jester, meaningful, ovation, refuge, routine.*

1. The court (professional fool) _____ entertained people royally.
2. The guest artist's last number received such applause that she returned for an (a repeat performance) _____.
3. One delegate's report went to the very heart of the matter—a particularly (significant) _____ contribution.
4. One speaker demonstrated an unusually (expressive) _____ manner of delivery.
5. When the downpour commenced we took (shelter) _____ under a conveniently close awning.
6. The student (took in) _____ the lecture information well.
7. (Willingness to give) _____ seemed a common trait in that close-knit community.
8. To renew your driver's license just follow the (regular procedure) _____ you've followed before.
9. After the superbly sung solo, the guest artist received an outstanding (burst of applause) _____.
10. The whole country showed special (pity, favor) _____ for the suffering victims of the flood.

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Reading 15

The Juggler

ROBERT FULGHUM

Can you always tell what's real and what's imagined? How much communicating is done with words, and how much without? Quintilian said, "It is feeling and force of imagination that make us eloquent." Conrad agrees, calling imagination "the supreme master of art as of life." With imagination that important, how can you put it to work for yourself? Let the juggler show you how.

BEGIN TIMING

My friend Willy reminds me of a juggler who came to our church one Christmas Eve for the midnight service. I wanted to read an old story from long ago about a wandering juggler who happened into a monastery in deep winter and asked for refuge. You may know this story. If memory serves me well, I think it's a French tale called "Our Lady's Juggler."

The story says that the monks were busy making gifts to lay before the high altar of the monastery chapel in honor of the Virgin Mary. Because if she was pleased, her statue would shed a tear of compassion for humanity. But when the gifts were presented at the Feast of the Nativity, the statue did not respond. In the middle of the night, the juggler, who thought he had no gift to give, went in alone and juggled before the statue—and juggled to the very limit of his capacity. To make a long story short, the statue of the Virgin Mary shed a tear—and the baby Jesus in her arms smiled—because the juggler had given everything he had, holding back nothing in his generosity. So goes the story.

To bring the story to life, I wanted to have a real juggler perform for the congregation first, and then I'd tell the story and turn it into my Christmas sermon. A little show-business pizzazz for the midnight service.

When time for the service came, the juggler had not arrived. Not until the middle of the second carol did I see him working his way up the crowded side aisle. But no costume. I had specifically asked him to wear his jester outfit. And no juggling equipment, either. What a disappointment. So much for magic at midnight.

While the congregation headed into the last verse of "O Little Town of Bethlehem," the juggler and I held a whispered conference. His car had

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been stolen, with all his possessions and equipment. But not to worry. A friend had brought him and would take him home afterward. In the meantime, he had an idea. All I had to do was tell the fairy story, and he, the juggler, would take it from there.

No time to argue. The carol was done, and the service had to go on. I assumed that when it came time for his performance, the juggler would explain his circumstances and use some things he had found in the church kitchen for a short act. Reasonable enough. However, Christmas Eve is not a time for reasonableness. I ought to know that by now.

So I read the story.

And the juggler stepped into the light from out of the congregation. Slim young man, the wiry, athletic kind. Black tennis shoes, jeans, green turtleneck shirt. Solemn expression and freckles on his face in place of the expected makeup. Longish brown hair. Nothing special to look at. And no tools of his trade.

He smiled. And began his routine. In fact, he went through his entire routine just as if he had brought balls and clubs and knives and scarves with him. We had all seen enough juggling to know what was going on. And in each part of the routine, he went one step further than he had ever juggled and we had ever seen. Seven balls is supposed to be the limit for the very best professional juggler. Our guy did eight, and we knew it when he did it and applauded the moment of triumph. On through twelve silk scarves in the air at once and seven knives, and we even knew when he set his torches on fire and got eight torches in the air all at once and caught them without burning himself. We laughed and shouted encouragement and applauded this remarkable performance. We couldn't see it, but we believed it. We gave him a standing ovation. On Christmas Eve in church—a standing ovation. He held up his hand for silence, and the congregation sat down. The juggler wasn't through. He was going to do an encore.

He started juggling things we couldn't quite recognize. What's this? Chickens? Birds? Some kind of tree. Rings. One off of each finger. Five? Five gold rings. Got it! "The Twelve Days of Christmas." He was going to juggle one of everything in the Twelve Days. The partridge, the pear tree, and all the rest. Impossible. But he was doing it. A swan. A goose and an egg. I was thinking, he will never get the maid and the cow off the ground, but with a great heaving effort, he did it. After that, the leaping lady and the dancing lord and the drum and drummer were a piece of cake. Every gift was in the air—way, way up in the air, because this was a lot of stuff. And as each piece came around, we knew what it was and shouted out its name as he caught it and threw it back into the air again. Fantastic! Nobody had ever done this before. The juggler was laughing. The congregation cheered like a crowd at a championship game when a last-minute score won it for the home team. The juggler suddenly clapped his hands

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loudly and stood still. One finger in front of his lips called for silence. And silence came.

We stood looking at him and he at us in the most powerful and meaningful moment of quiet I've witnessed at Christmas Eve. The sermon was supposed to follow the juggler. And it did. But it was not I who spoke. We were all addressed by a sermon of eloquent instructive silence. The silence in which we absorbed the power of the vision we had of the impossible event we had wished into being. The silence in which we thought about our capacity to realize things we can sometimes only imagine. Some of the most wonderful things have to be believed to be seen. Like flying reindeer and angels. Like peace on earth, goodwill, hope, and joy. Real because they can be imagined into being. Christmas is not a date on a calendar but a state of mind.

Someone—I don't know who--began to sing "Silent Night." As was our tradition, people on the first row lit their small candles from the big candle on the altar, and then passed the flame on to the candles of those in rows behind them. The church filled with light. And we filed out of the church singing into the night and went home, taking our light with us.

Length: 1100 words.
Reading Time: _____
See Conversion Table, p. S115

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COMPREHENSION CHECK

GETTING THE FACTS

1. In origin the juggler story is (a) Italian. (b) English. (c) Spanish. (d) French. 1. ____

2. The juggler had (a) an accident. (b) a breakdown. (c) his car stolen. (d) an unexpected delay. 2. ____

3. The juggler wore what color turtleneck? (a) green (b) red (c) brown (d) yellow 3. ____

4. What is the limit for the very best juggler? (a) 8 balls (b) 7 balls (c) 6 balls (d) 5 balls 4. ____

5. The author mentions (a) "We Wish You a Merry Christmas." (b) "Away in a Manger." (c) "Silent Night." (d) "It Came Upon the Midnight Clear." 5. ____

GETTING THE MEANING

6. This is mainly to show the (a) juggler's skill. (b) gift of imagination. (c) power of silence. (d) the importance of humor. 6. ____

7. You would infer from the opening allusion to "friend Willy" that Willy (a) appeared in an earlier story. (b) was the juggler's age. (c) was a preacher. (d) needed a refuge. 7. ____

8. The primary purpose was to (a) describe. (b) inspire. (c) inform. (d) amuse. 8. ____

9. In style this is best described as (a) witty. (b) conversational. (c) literary. (d) polished. 9. ____

10. You would infer that the rector author (a) is new. (b) has been rector for some time. (c) is a visiting rector. (d) is actually a layman. 10. ____

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READING POWER CONVERSION CHART

TIME	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
1:00	1000	1210	1000	1230	1000	1000	1000	1350	1000	840	1420	1110	1000	1220	1100
1:05	923	1117	923	1135	923	923	923	1246	923	775	1311	1025	923	1126	1015
1:10	857	1037	857	1054	857	857	857	1157	857	720	1217	951	857	1046	943
1:15	800	968	800	984	800	800	800	1080	800	672	1136	888	800	976	880
1:20	750	908	750	923	750	750	750	1013	750	630	1065	833	750	915	825
1:25	706	854	706	868	706	706	706	953	706	593	1002	784	706	861	776
1:30	667	807	667	820	667	667	667	900	667	560	947	740	667	813	733
1:35	632	764	632	777	632	632	632	853	632	531	897	701	632	771	695
1:40	600	726	600	738	600	600	600	810	600	504	852	666	600	732	660
1:45	571	691	571	703	571	571	571	771	571	480	811	634	571	697	629
1:50	545	660	545	671	545	545	545	736	545	458	775	605	545	665	600
1:55	522	631	522	642	522	522	522	704	522	438	741	579	522	637	574
2:00	500	605	500	615	500	500	500	675	500	420	710	555	500	610	550
2:05	480	581	480	590	480	480	480	648	480	403	682	533	480	586	528
2:10	462	558	462	568	462	462	462	623	462	388	655	512	462	563	508
2:15	444	538	444	547	444	444	444	600	444	373	631	493	444	542	489
2:20	429	519	429	527	429	429	429	579	429	360	609	476	429	523	471
2:25	414	501	414	509	414	414	414	559	414	348	588	459	414	505	455
2:30	400	484	400	492	400	400	400	540	400	336	568	444	400	488	440
2:35	387	468	387	476	387	387	387	523	387	325	550	430	387	472	426
2:40	375	454	375	461	375	375	375	506	375	315	533	416	375	458	413
2:45	364	440	364	447	364	364	364	491	364	305	516	404	364	444	400
2:50	353	427	353	434	353	353	353	476	353	296	501	392	353	431	388
2:55	343	415	343	422	343	343	343	463	343	288	487	381	343	418	377
3:00	333	403	333	410	333	333	333	450	333	280	473	370	333	407	367

READING POWER CONVERSION CHART

TIME	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
3:10	316	382	316	388	316	316	316	426	316	265	448	351	316	385	347
3:20	300	363	300	369	300	300	300	405	300	252	426	333	300	366	330
3:30	286	346	286	351	286	286	286	386	286	240	406	317	286	349	314
3:40	273	330	273	335	273	273	273	368	273	229	387	303	273	333	300
3:50	261	316	261	321	261	261	261	352	261	219	370	290	261	318	287
4:00	250	303	250	308	250	250	250	338	250	210	355	278	250	305	275
4:10	240	290	240	295	240	240	240	324	240	202	341	266	240	293	264
4:20	231	279	231	284	231	231	231	312	231	194	328	256	321	282	254
4:30	222	269	222	273	222	222	222	300	222	187	316	247	222	271	244
4:40	214	259	214	264	214	214	214	289	214	180	304	238	214	261	236
4:50	207	250	207	254	207	207	207	279	207	174	294	230	207	252	228
5:00	200	242	200	246	200	200	200	270	200	168	284	222	200	244	220
5:10	194	234	194	238	194	194	194	261	194	163	275	215	194	236	213
5:20	188	227	188	231	188	188	188	253	188	158	266	208	188	229	206
5:30	182	220	182	224	182	182	182	245	182	153	258	202	182	222	200
5:40	176	214	176	217	176	176	176	238	176	148	251	196	176	215	194
5:50	171	207	171	211	171	171	171	231	171	144	243	190	171	209	189
6:00	167	202	167	205	167	167	167	225	167	140	237	185	167	203	183
6:10	162	196	162	199	162	162	162	219	162	136	230	180	162	198	178
6:20	158	191	158	194	158	158	158	213	158	133	224	175	158	193	174
6:30	154	186	154	189	154	154	154	208	154	129	218	171	154	188	169
6:40	150	182	150	185	150	150	150	203	150	126	213	167	150	183	165
6:50	146	177	146	180	146	146	146	198	146	123	208	162	146	179	161
7:00	143	173	143	176	143	143	143	193	143	120	203	159	143	174	157
7:10	140	169	140	172	140	140	140	188	140	117	198	155	140	170	153

READING POWER CONVERSION CHART

TIME	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
7:20	136	165	136	168	136	136	136	184	136	115	194	151	136	166	150
7:30	133	161	133	164	133	133	133	180	133	112	189	148	133	163	147
7:40	130	158	130	160	130	130	130	176	130	110	185	145	130	159	143
7:50	128	154	128	157	128	128	128	172	128	107	181	142	128	156	140
8:00	125	151	125	154	125	125	125	169	125	105	178	139	125	153	138
8:10	122	148	122	151	122	122	122	165	122	103	174	136	122	149	135
8:20	120	145	120	148	120	120	120	162	120	101	170	133	120	146	132
8:30	118	142	118	145	118	118	118	159	118	99	167	131	118	144	129
8:40	115	140	115	142	115	115	115	156	115	97	164	128	115	141	127
8:50	113	137	113	139	113	113	113	153	113	95	161	126	113	138	125
9:00	111	134	111	137	111	111	111	150	111	93	159	123	111	136	122
9:10	109	132	109	134	109	109	109	147	109	92	155	121	109	133	120
9:20	107	130	107	132	107	107	107	145	107	90	152	119	107	131	118
9:30	105	127	105	129	105	105	105	142	105	88	149	117	105	128	116
9:40	103	125	103	127	103	103	103	140	103	87	147	115	103	126	114
9:50	102	123	102	125	102	102	102	137	102	85	144	113	102	124	112
10:00	100	121	100	123	100	100	100	135	100	84	142	111	100	122	110
10:10	98	119	98	121	98	98	98	133	98	83	140	109	98	120	108
10:20	97	117	97	119	97	97	97	131	97	81	137	107	97	118	106
10:30	95	115	95	117	95	95	95	129	95	80	135	106	95	116	105
10:40	94	113	94	115	94	94	94	127	94	79	133	104	94	114	103
10:50	92	112	92	114	92	92	92	125	92	78	131	102	92	113	102
11:00	91	110	91	112	91	91	91	123	91	76	129	101	91	111	100
11:10	90	108	90	110	90	90	90	121	90	75	127	99	90	109	99
11:20	88	107	88	109	88	88	88	119	88	74	125	98	88	108	97

READING POWER CONVERSION CHART

TIME	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
11:30	87	105	87	107	87	87	87	117	87	73	123	97	87	106	96
11:40	86	104	86	105	86	86	86	116	86	72	122	95	86	105	94
11:50	85	102	85	104	85	85	85	114	85	71	120	94	85	103	93
12:00	83	101	83	103	83	83	83	113	83	70	118	93	83	102	92

5

Getting on Track, Part II—Choosing a Major

Deciding on a college major is an important, and sometimes difficult, task. In some cases, parents, counselors, spouses, friends, and teachers impose enormous pressure on students to decide what they want to be "when they grow up." In other cases, students impose undue pressure on themselves to pick a major that is easy, will make them rich, will lead them on exciting adventures, or be the fastest route to the world of work.

Choosing a major does not have to be a stressful chore, however. When students approach the task calmly and with a plan, this phase of post-secondary education can actually be a pleasurable adventure in self-discovery.

First, students, parents, and counselors must acknowledge that not everyone begins college with enough knowledge about themselves, the college curriculum, or the job market to make an immediate and informed decision about an appropriate major. Many students need a period of time in which to explore their own interests, learn about courses of study, assess the job market, and determine which curricula are good matches for their skills and abilities.

Second, when students cannot decide, they should enroll in a college readiness course, take an interest inventory and aptitude test, and talk to students who are enthusiastically pursuing specific courses of study. Some students cannot decide on a major because they do not know enough about any discipline to make a strong and long-term commitment. When this is the case, students should talk to professors who are passionate about their fields of study or interview those outside the academic area to learn how they are applying their major.

Third, if the major is to be a perfect fit, students must take responsibility for making this all-important decision themselves. Others can *help* with this decision by brainstorming, providing additional information, and helping students assess their skills and abilities, but making the decision and commitment is a very individual experience. Through a process of elimination, students can determine which college majors will allow them to pursue careers and maintain the kind of lifestyle that is appealing and rewarding. For instance, Charlie, a college freshman, enjoys science,

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staying close to home, being with lots of people, a beautifully decorated work space, a cool, dry climate, and working with computers. No matter how much his mother, a supervisor in the Forest Service, wants him to join her in the national forests, Charlie should choose a major that will allow him to be comfortable in his work environment. Perhaps, majoring in science education with the intention of teaching at the middle school level would be a better choice than becoming a Forest Service employee.

Unfortunately, and for a variety of reasons, deciding on a major for some students is a knee-jerk reaction, though it shouldn't be. If you are in the process of determining what field of study will lead you to the career(s) of your dream, take your time, get the facts, and ask advice of those who have made the choice you are considering.

500 words

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NAME _____ CLASS _____ DATE _____

5 Getting on Track, Part II—Choosing a Major

COMPREHENSION CHECK

GETTING THE FACTS

1. According to the selection, choosing a major can be (a) fulfilling. (b) stressful. (c) complex. (d) comforting. 1. ____

2. The author mentioned students' limited knowledge about (a) databases. (b) curriculum. (c) locations. (d) financial aid. 2. ____

3. When students are undecided, they should enroll in a college (a) psychology course. (b) study skills course. (c) readiness course. (d) self-analysis course. 3. ____

4. Students should talk to professors who are (a) researchers. (b) tenured. (c) popular. (d) passionate. 4. ____

5. Students can learn about fields of study by (a) interviewing. (b) manipulating. (c) conjecturing. (d) hypothesizing. 5. ____

GETTING THE MEANING

6. The focus of the selection is on (a) job hunting. (b) career paths. (c) deciding on an advisor. (d) deciding on a major. 6. ____

7. A "knee-jerk" reaction is (a) thoughtless. (b) thoughtful. (c) committed. (d) calculated. 7. ____

8. You can surmise that some students choose college majors (a) after graduation. (b) for the wrong reasons. (c) once they are on the job. (d) to manage their GPA. 8. ____

9. When choosing a major, you should (a) modify poor choices. (b) investigate poor choices. (c) publicize poor choices. (d) eliminate poor choices. 9. ____

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10. People who have majored in the field you are considering are (a) wise. (b) talented. (c) good resources. (d) good alumni. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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6

Developing Problem-solving Skills

Hot potato is a children's game that has brought pleasure to generations. Players stand in a circle. One player has a "hot potato" which contains a wind-up device that ticks loudly. When the game begins, the person holding the potato must (1) wind the device as tightly as she or he chooses, (2) announce that the game has begun, and (3) toss the "hot potato" to one of the other players while trying to conceal the identity of the intended recipient. The player who catches the "hot potato" must get it airborne to another player before the alarm rings. The objective is not to be left holding the "hot potato."

Hot potato is a great game, but playing hot potato with your problems can lead to trouble. Few people face problems confidently. Most try to *wish* their problems away or run from person to person seeking sympathy. Then, when they are forced to make a decision, they think briefly about the first few solutions that come to mind, treat each thought like a "hot potato," and choose the resolution that appears least stress-producing.

This is not an effective approach to decision making. Tony Robins, author of *Personal Power,* says, on average, people spend 80 percent of their time worrying about the problem and only 20 percent exploring workable solutions. Problem solvers should do just the reverse: spend 20 percent of the time focused on understanding the problem and 80 percent trying to solve it. People who heed Tony's advice are amazed at how much less stressful solving problems can be. The following will help you learn to overcome obstacles without being overwhelmed.

First, stop the moment you suspect a problem and write down the following questions and their answers: (1) What is the problem? (2) Have I experienced similar problems before? (a) If yes, how did I solve them? (b) Were the solutions effective? (c) How could the solutions have been improved? (3) If no, do I know people who have faced similar problems? (a) How did they solve them? (b) Were the solutions effective? (c) How could the solutions have been improved? This procedure eliminates the tendency to "stew"—exist in a state of anxiety—about an impending situ-

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ation without knowing exactly how simple or complex the predicament actually is. It also allows you to dedicate 20 percent of your concentrated effort to clarify the problem before beginning to tackle its resolution.

Next, spend 80 percent of your effort exploring solutions. Make a list of all of the possible ways the problem could be solved. Identify the resources you will need for each solution, and identify the consequences of each option before making the decision best suited for you.

Third, if time permits, focus your attention on other thoughts for a while before deciding which option you will choose. Taking a break from the task usually brings a clearer perspective.

Finally, examine the issue afresh and choose the solution that best fits your circumstance. Remember, decisions are much easier made if you have a plan and spend quality time focused on the solution(s) rather than lamenting the problem.

500 words

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NAME _____ CLASS _____ DATE _____

6 Developing Problem-solving Skills

COMPREHENSION CHECK

GETTING THE FACTS

1. The objective of hot potato is to (a) catch the potato. (b) eat the potato. (c) be left holding the potato. (d) get rid of the potato. 1. ____

2. Adults sometimes play hot potato with their (a) pets. (b) children. (c) problems. (d) colleagues. 2. ____

3. In *Personal Power,* Tony Robins says people should spend what percent of their time working on the solutions to their problems? (a) 20 (b) 40 (c) 60 (d) 80 3. ____

4. When one first suspects a problem, the author suggests (a) writing. (b) reading. (c) talking. (d) reflecting. 4. ____

5. Problem solving is much easier if one has (a) lots of experience. (b) lots of friends. (c) unlimited resources. (d) a plan. 5. ____

GETTING THE MEANING

6. This selection is mainly about (a) asking questions. (b) identifying problems. (c) solving problems. (d) playing games. 6. ____

7. On what should you spend most of your time? (a) the problem (b) the question (c) the resources (d) the solution 7. ____

8. Most who face problems (a) worry less than they should. (b) don't "stew" long enough. (c) look outside themselves for solutions. (d) are advice givers. 8. ____

9. When solving a problem, thinking about something else periodically is (a) helpful. (b) frustrating. (c) a waste of time. (d) nonproductive. 9. ____

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10. Effective problem solving is primarily (a) strategy. (b) chance. (c) wishful thinking. (d) problem analysis. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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7

Why Study Groups Work

Have you heard there is strength in numbers? Do you believe two heads are better than one? If you answered "yes," then why do you study for difficult classes alone? Why don't you routinely pool your intellectual resources with those of others in your class(es) and capitalize on the positives of group learning? The answer probably is you have been conditioned to compete against others in classes and even against yourself. In the business world, this kind of behavior is commonly called "healthy competition," and it has led to new and improved products and procedures. However, unharnessed competition in the classroom may limit learning opportunities for countless numbers of students from preschool through graduate school. Read on to learn how participating in study groups may make a spectacular difference in your study and learning habits.

If you are enrolled in a course that seems particularly difficult, chances are others in the class are struggling also. However, every student may not be having trouble learning the same concepts. Under these circumstances, organizing motivated students into study groups can increase the learning potential for all involved. This is what you do:

1. Ask your instructor to survey the class to determine who might be interested in forming study groups.
2. Ask students who wish to participate to sign up, listing their names, a common time to meet, and their telephone numbers (optional).
3. One student should assume the responsibility for organizing the study group's initial session by selecting a safe and easily accessible study facility,* notifying members, and gathering resource materials necessary for the first meeting.
4. At the first meeting, the "temporary" group leader asks members to identify themselves and give a brief statement that outlines his or her expectation(s). If all agree to work together as a team and contribute unselfishly to the collective learning opportunities of all participants,

*College libraries, learning center conference rooms, unscheduled classrooms, portions of student lounges, outdoor campus sitting areas, etc., are good places for study groups to meet.

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the study group is launched. If some have expectations that are not harmonious and complementary to others in the group, those students may find that the study group will not meet their needs.

5. Study groups should have no more than five or six students for maximum effectiveness. If more than six students attend the first session, it is wise to form additional groups.
6. Each study group should have a leader who assigns tasks, acts as the contact person with the professor or other learning resources, and keeps track of the tasks assigned to members.
7. The group should meet at prearranged times when members explore concepts introduced in class, share effective strategies for learning, divide large learning tasks into manageable chunks, and review for exams and oral presentations.

Usually, students who form strong, cohesive, and mutually supportive study groups do better than they would have done had they attempted to master the content alone. Give study groups a try. What do you have to lose?

500 words

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NAME _____ CLASS _____ DATE _____

7 Why Study Groups Work

COMPREHENSION CHECK

GETTING THE FACTS

1. For which courses are study groups particularly valuable? (a) all (b) difficult ones (c) upper-division classes (d) major classes — 1. ____

2. Group members must agree to work (a) competitively. (b) individually. (c) defensively. (d) harmoniously. — 2. ____

3. Each group should have a(n) (a) instructor. (b) note taker. (c) leader. (d) researcher. — 3. ____

4. One study group task specifically mentioned is (a) establishing rules. (b) reviewing tests. (c) quizzing members. (d) exploring expectations. — 4. ____

5. Group members must be (a) mutually exclusive. (b) mutually supportive. (c) defensive. (d) complacent. — 5. ____

GETTING THE MEANING

6. The primary purpose of the selection is to promote (a) thinking skills. (b) group study. (c) teacher-student relationships. (d) student determination. — 6. ____

7. Study group members must be (a) reliable. (b) refocused. (c) undisciplined. (d) gregarious. — 7. ____

8. Effective study groups are (a) inclusive. (b) selective. (c) crisis driven. (d) socially focused. — 8. ____

9. Study groups should (a) not apportion the work load. (b) rely on a key member. (c) share work responsibilities. (d) promote competition. — 9. ____

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10. Successful study group membership requires (a) faithfulness. (b) apathy. (c) caution. (d) complacency. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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8

Developing a Study Plan

Many students are notorious liars. They spend hours doing what they tell themselves and others is *studying,* when, in reality, they are merely holding a book and allowing their eyes to occasionally skirt across the page. In most cases, this lie is not malicious; students believe that they are, indeed, studying. However, they have perfected hit-or-miss techniques that render inconsistent results. If you are one such student, what follows could very well change your approach to apprehending ideas from the printed page and improve your academic outcomes dramatically.

To seize knowledge while studying, you must assume an aggressive attitude and develop an effective study process comprised of many related activities. First, consciously commit to improving your attitude and study methods, recognizing that old habits will be difficult to break. Studying productively requires active involvement on your part. That is, you must become conversant with the author, questioning the value of material and deciding what is important to your learning task.

Second, assess the study task by "seeing the whole" and determining the most effective study methods to apply. For instance, if you were studying material for an oral presentation, you would probably select a topic, narrow the topic, do the necessary research, prewrite about the subject until a theme or thesis emerges, then spend days, even weeks, thinking about how to develop the thesis with proper support. In this example, you would not be able to study effectively (develop the assigned project) until you had conceived "the whole."

Third, once you understand the scope of the task, you should develop a study strategy that includes (1) blocks of study time; (2) apportioned study times that match the task's difficulty; and (3) a dedicated study place equipped with the tools necessary for college-level pursuits—that is, dictionary, thesaurus, pens, pencils, paper, texts, class notes, syllabi, course study guides, adequate lighting, a desk or table, a comfortable chair, and a typewriter or computer, if possible.

Fourth, understand that reading *does not* equal studying. Though reading is only one part of the study process, it is often the primary means by which you take in information to be learned. Studying requires that learners (1) develop a plan; (2) read; (3) write; (4) ponder/reflect while reading and writing; (5) recite; (6) review; (7) summarize; (8) translate text

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into familiar vocabulary; (9) record content, where possible, using charts, timelines, sketches, etc.; and (10) connect/integrate newly learned concepts with prior knowledge. Only when these activities happen as an *integrated* plan does effective learning occur.

Finally, when available and appropriate, you should avail yourself of learning resources in your college or community. Those resources may include professors, librarians, counselors, peer tutors, learning assistant center employees, and organized study groups. The time to take advantage of learning resources is early in the semester so you will not fall behind in difficult courses.

Follow this advice and you should see marked improvement in your academic performance. Moreover, you may also find that learning is more fun than ever before.

500 words

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NAME _____ CLASS _____ DATE _____

8 Developing a Study Plan

COMPREHENSION CHECK

GETTING THE FACTS

1. An effective study process is composed of (a) integrated activities. (b) independent activities. (c) unrelated activities. (d) unrestrained activities. 1. ____

2. The first step in an efficient study plan is to (a) make a commitment. (b) break old habits. (c) get help. (d) test yourself. 2. ____

3. The author contends that (a) reading takes longer than studying. (b) reading is not a part of studying. (c) studying does not equal reading. (d) reading does not equal studying. 3. ____

4. Students should take advantage of learning resources (a) just before a test. (b) just after a test. (c) at midterm. (d) just after the semester begins. 4. ____

5. Students often lie to themselves because they (a) want to fool themselves. (b) want to fool their teachers. (c) think they are studying. (d) don't think studying is important. 5. ____

GETTING THE MEANING

6. The main idea of this reading is that successful students (a) plan to be successful. (b) study endlessly. (c) avoid commitment. (d) encourage competition. 6. ____

7. A reliable study strategy is (a) attainable. (b) impossible. (c) short-lived. (d) open-ended. 7. ____

8. "Seeing the whole" allows the reader to (a) complete the task quickly. (b) seek help. (c) choose the most effective study method. (d) determine the value of the exercise. 8. ____

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9. A good study plan (a) works for any subject. (b) is specific to the task. (c) takes little time or effort. (d) is very general. 9. ____

10. You could conclude that a specific study place is (a) unimportant. (b) optional. (c) desirable. (d) mandatory. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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9

Learning to Remember

Take Susan and Mike. Both had equally good comprehension immediately after reading material assigned for the midquarter. Yet Mike got an *A* and Susan a *C*. How come? Susan forgot much of what she had covered. Mike didn't. He knew that immediate comprehension was not enough. He knew how to remember as well as how to read. That made the difference.

How can you improve your memory? Try these five essentials.

Desire it! Say to yourself before reading an assignment, "I want to remember what I'm reading. If I read with an active mind and earnest desire to remember, I will remember much longer and easier than if I read passively." To whet your desire, remember—this can change a *C* to an *A*.

Use it! A comedian walked across the stage several times during a show, carrying a heavy saddle. Finally someone asked him why. He replied, "Well, you can't ever tell when you might meet a horse." Most of us are more realistic. We carry an umbrella only when it's raining or looks like rain, not all the time. Remember this when you read. If you can think of a specific use for what you are reading, you have a real advantage. For example, before reading an interesting article, decide you're going to look for something to bring added interest to your coffee-break conversation. Or look for specific information to use in a speech, theme, classroom contribution, or out-of-class discussion. Always ask yourself, "Where and how can I use this material I am reading?" The more definite you can be, the better you will remember it. And the more immediate your use, the better. Using it in a speech later that day is better than using it next month.

Recite it! Often when you finish an assignment, you feel you know it well. Don't stop there, however. Close your book. Ask yourself some questions, such as, "What were the major causes of inflation discussed?" This reciting ensures a more active mental activity and gives you an immediate goal. This helps you remember more accurately and easily.

Review it! When you recite, you will discover main points and details that you have failed to learn. Open the book again and review those items so that you can fill in the gaps. For example, in studying linguistics, you remember *trachea, pharynx,* but not the technical term for that part of the throat containing the vocal cords. *Adam's apple* won't do. A review will fix the term *larynx* well in mind.

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Associate it! Is it *attendance* or *attendence?* Try associating what you want to remember with what you already know. This link or association will often do your remembering for you. You know, for example, that you shouldn't get to a dance too early. The ideal advice? "At ten—dance." That's just the association you need to fix the correct spelling, *attendance,* in mind.

There they are. Use them conscientiously and intelligently. Let them help you transform those *C*s into *A*s, those *D*s into *B*s.

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NAME _____ CLASS _____ DATE _____

9 Learning to Remember

COMPREHENSION CHECK

GETTING THE FACTS

1. On the midquarter, both Susan and Mike (a) had equally good comprehension after reading the material. (b) got *A*s. (c) spent equal time in review. (d) got *C*s. 1. ____

2. *No* mention is made of (a) a comedian. (b) a cat. (c) an umbrella. (d) the desire to remember. 2. ____

3. You are advised to (a) use what you learn. (b) underline. (c) space your learning efforts. (d) take notes. 3. ____

4. Specific reference is made to (a) psychology. (b) linguistics. (c) philosophy. (d) sociology. 4. ____

5. This selection is chiefly focused on (a) the improvement of memory. (b) the beneficial results of remembering. (c) the difficulty of remembering. (d) the importance of memory. 5. ____

GETTING THE MEANING

6. The statement, "It's want-to, not IQ, that's important," could be used more appropriately to develop which point? (a) Use it. (b) Desire it. (c) Recite it. (d) Associate it. 6. ____

7. Spelling rules as aids in dealing with individual words could be discussed most appropriately under which point? (a) Desire it. (b) Recite it. (c) Associate it. (d) Review it. 7. ____

8. The story of the man carrying the saddle was used to illustrate the importance of (a) preparedness. (b) foresight. (c) a strong desire. (d) usefulness. 8. ____

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9. The reference to Susan and Mike was to point up the importance of (a) reviewing. (b) remembering. (c) reading. (d) good comprehension. 9. ____

10. The student who used DURRA to help him remember the five steps is resorting to the advice (a) Associate it. (b) Desire it. (c) Recite it. (d) Use it. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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10

The Goal—Adaptability

What's a good car? One that's speedy? Easy to handle? What about low initial cost, economy of operation, or riding ease? Perhaps no *one* factor provides a completely satisfying answer.

What's a good reader? Here, too, no one factor is enough. Speed isn't everything; neither is comprehension. More important than either one is the *ability* to *adapt*—to adapt rate to purpose and to a wide variety of reading materials. Adaptability, then, is the true mark of a good reader.

How do you measure adaptability? How better than by actually putting yourself into different reading situations to see how well you adapt? For example, using three articles of comparable difficulty, check your performance when reading normally, thoroughly, and rapidly.

To discover your normal leisure reading habits, read an article neither faster nor slower than you ordinarily do when you have some leisure and want to settle down comfortably with a magazine. Don't try to comprehend more or less than usual in that situation. When you have finished and taken the test, determine your reading rate and comprehension. Next, see how well you adapt yourself to the problem of getting meaning. In reading the next article, your purpose is to get as much comprehension as possible in a single reading. Keep track of reading time, but remember that it's comprehension you're after. With the last article, your purpose is to cover ground rapidly. Read it at your top rate. Although speed is your primary concern, check comprehension to see what price you ordinarily pay for haste.

These three sets of rate and comprehension scores provide a useful composite index of adaptability, a three-dimension picture of yourself as a reader. Careful analysis of these scores should reveal information of importance in directing future practice efforts and achieving maximum results. As Kettering once said: "A problem well-stated is a problem half-solved." In reading, that might well be paraphrased: "A problem *well-identified* is a problem half-solved."

For example, what about the range of reading rates at your command? Subtract your slowest rate from your top rate for that figure. Is it 200 wpm or more? If so, you're among the top 20 percent of adults *before* training in reading. If that figure is 50 wpm or less, you'll want to overcome your

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tendencies toward one-speed reading. And if your top rate is under 300 wpm, vocalizing and regressing are probably indicated.

Did you get comprehension when that was your purpose? And did you get details as well as main ideas and inferences? Was comprehension consistently good or did it vary considerably? Consistently good comprehension without considerable range in rate may indicate an unwillingness to recognize the importance of both depth and breadth as you read, an overlooking of Bacon's dictum: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

Such an analysis touches significant facets of this thing called *adaptability,* so important in defining a good reader.

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10 The Goal—Adaptability

COMPREHENSION CHECK

GETTING THE FACTS

1. The good reader is likened to a good (a) car. (b) motor. (c) driver. (d) model. 1. ____

2. You are told to use articles of comparable (a) column width. (b) difficulty. (c) length. (d) subject matter. 2. ____

3. Mention is made of (a) Byron. (b) Ford. (c) Lamb. (d) Kettering. 3. ____

4. Reference is made to (a) stuttering. (b) word-for-word reading. (c) the tachistoscope. (d) one-speed reading. 4. ____

5. A speed range of 200 wpm or more was said to put you among the top (a) 60%. (b) 40%. (c) 20%. (d) 5%. 5. ____

GETTING THE MEANING

6. The primary purpose of this selection is to (a) define what is meant by a good reader. (b) define adapatability. (c) explain how to measure adaptability. (d) explain how to identify vocalizing difficulties. 6. ____

7. The emphasis in this selection is on (a) wisdom is power. (b) knowing thyself. (c) reading maketh a full man. (d) the reading man is the thinking man. 7. ____

8. The threefold check is intended to (a) eliminate reading difficulties. (b) identify reading difficulties. (c) test reading improvement. (d) determine reading potential. 8. ____

9. A vocabulary deficiency would be suggested by (a) consistently low comprehension. (b) consistently slow rate. (c) a drop in comprehension as rate is increased. (d) an increase in comprehension as rate is decreased. 9. ____

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10. Difficulty with concentration would be suggested if 10. ____
(a) rapid reading brought better comprehension.
(b) rapid reading did not affect comprehension.
(c) normal rate brought better comprehension.
(d) comprehension remained fairly constant.

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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11

Treat Causes, Not Symptoms

When you step into a doctor's office with a splitting headache, you expect more than an aspirin. That headache is usually a symptom of something that needs attention—something that is causing discomfort. A doctor, if he is to be genuinely helpful, must treat causes, not symptoms.

It helps to look at reading from this same vantage point. Suppose a student comprehends poorly and goes to a clinician for help. It will take more than the admonition, "Try to comprehend better," to bring results.

Poor comprehension is really a symptom—a symptom of what? That's the question which must be answered. Unfortunately the answer is likely to be complex, not simple. Many causes, not one, have to be examined.

For example, if a student reads that "Elizabeth is taciturn," he may not comprehend the statement because of a vocabulary deficiency. That's one important cause to check.

Sometimes a student may read a whole page or chapter and get very little? Why? Frankly because he was bored—had no real interest in it. Lack of interest, then, is another cause of poor comprehension.

Difficulty is still another factor accounting for low comprehension. The Flesch Reading Ease Score provides one method of determining difficulty, rating reading matter on a scale from 0 to 100 or from very easy to very difficult. Both word length and sentence length are used to determine difficulty.

A well-trained mechanic can often just listen to motor sounds and diagnose engine difficulties. He has had sufficient background and experience to do what one lacking that background would find impossible. In reading, also, low comprehension may be caused by inadequate background in a subject matter area.

And of course your reading rate affects comprehension. Reading either too rapidly or too slowly may affect comprehension adversely. For most students there is usually a "just-right" speed which provides maximum comprehension.

Lack of concentration is still another reason for low comprehension. Some readers have never developed proper techniques for dealing successfully with distractions, have never disciplined themselves to give concentrated attention to anything for any length of time. In this day of

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commercials, station breaks, and coffee breaks, we may be losing the ability to concentrate for extended periods of time.

This does not exhaust the list of causes, although those certainly deserve major attention. Other factors need to be kept in mind—temperature, noise, and movement, for example. Then there are the mechanics of reading—fixation patterns, regression patterns, vocalizings, word-for-word habits.

What does this add up to? Look closely and carefully at each of these possible causes. Try to decide which factor or combination of factors probably explains your low comprehension. Fortunately, without exception, you can do something about each of them. So set up a program for dealing with the causes underlying your symptoms. Then and only then can you begin to see good results.

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11 Treat Causes, Not Symptoms

COMPREHENSION CHECK

GETTING THE FACTS

1. The article specifically mentions (a) a dentist. (b) a doctor. (c) an intern. (d) a receptionist. 1. ____

2. Poor comprehension is spoken of as (a) a symptom. (b) a disease. (c) a cause. (d) an accident. 2. ____

3. The Reading Ease Score mentioned was developed by (a) Flesch. (b) Fischer. (c) Flexner. (d) Garrison. 3. ____

4. The article mentions (a) a well-trained mechanic. (b) an experienced teacher. (c) a pilot. (d) a trouble-shooter. 4. ____

5. The article mentions (a) wage hikes. (b) coffee breaks. (c) bonus gifts. (d) hypos. 5. ____

GETTING THE MEANING

6. The central idea is to get you to (a) discover symptoms. (b) deal with causes. (c) improve comprehension. (d) check vocabulary deficiency. 6. ____

7. The allusion to station breaks was primarily to suggest (a) the importance of variety. (b) their effect on habits of concentration. (c) their encouragement of vocalization. (d) the importance of visual aids. 7. ____

8. A student who comprehends poorly (a) is reading too rapidly. (b) is not really interested. (c) is not concentrating. (d) may be doing none of these things. 8. ____

9. If your reading speed is not increasing, you should apparently try to (a) find out how to increase it. (b) try a new method. (c) discover why not. (d) work harder. 9. ____

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10. Apparently, the most helpful move to ensure progress is 10. ____
(a) careful self-analysis. (b) extensive practice.
(c) a higher goal. (d) more work on vocabulary.

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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12

"I Finally Got It!" or Capturing the Elusive Main Idea

Finding the main idea of a passage is a difficult task for some and nearly impossible for others. As a result, some dislike reading intensely and avoid it as much as possible.

The primary reason people miss the main idea is because many are passive readers who begin reading a passage at page one, paragraph one, and word one. These readers don't even read the title or subtitles that appear in the text and rarely are conscious of the words their eyes are seeing. Ultimately, they become frustrated, defeated, and say to themselves, "I don't get it!" and go on to the next reading task. But it need not be this way. Read on to learn a three-part approach that will make finding the main idea much easier.

First, be actively involved with the words on the page and the author of those words. You are probably wondering, "How can I be involved with words?" and "How can I be actively involved with someone who is not where I am or may, indeed, be dead?" The answers are simple: approach reading tasks with curiosity, searching for the stated as well as the suggested meaning of words. In addition, be committed to discovering the author's reason for writing and the impact those words and ideas will have on how you feel about the subject.

Unlike passive readers, active readers do the following things to ensure comprehension. They (1) mentally prepare themselves to receive information from print by clearing their minds of extraneous thoughts, (2) survey the passage, looking at the title and speculating about the content of the material, (3) develop questions and search for the answers as they read, (4) question the validity of the ideas presented and the credibility of the author, (5) stop periodically to review and ponder the relevance of the material, and (6) search for the links between ideas presented.

Second, ask *who* or *what* the paragraph is about to find the main idea. The *who* or *what,* the subject, is usually the most frequently mentioned or the most general noun in the passage. Then determine, What is the most general statement stated or implied about the subject? In other words, What happened to the subject? Then, using the subject, compose a statement, *in your own words,* that sums up the general idea.

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Finally, pay attention to the function of sentences. Sentences in paragraphs fall into two categories: general and specific. A good paragraph has only one general sentence or, perhaps, one general sentence and a paraphrase of the same idea elsewhere in the paragraph. All other sentences support or provide proof for the general sentence. In other words, one sentence makes a claim and the other sentences back it up.

Continue this process for each segment of the reading assignment, adding up all of the individual main ideas when the process is complete to form the overall main idea of the passage. Use this process and the main idea will be easy to grasp.

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NAME _____ CLASS _____ DATE _____

12 "I Finally Got It!" or Capturing the Elusive Main Idea

COMPREHENSION CHECK

GETTING THE FACTS

1. Active readers (a) read aloud. (b) prepare themselves mentally. (c) read as rapidly as possible. (d) develop questions after they read. 1. ____

2. In a well-written paragraph, there are (a) more general than specific sentences. (b) more specific than general sentences. (c) an equal number of general and specific sentences. (d) no specific sentences. 2. ____

3. Those who say, "I don't get it!" usually (a) reread the selection. (b) ask for help. (c) move to the next task. (d) give up. 3. ____

4. When surveying, an efficient reader (a) reads thoroughly. (b) speculates. (c) does not guess. (d) rereads often. 4. ____

5. A main idea statement (a) must contain the subject. (b) is always stated. (c) restates the details. (d) provides support for the details. 5. ____

GETTING THE MEANING

6. The main focus is on (a) identifying supports. (b) getting the facts. (c) being a passive reader. (d) being an active reader. 6. ____

7. Efficient reading requires a partnership between the author and the (a) editor. (b) reader. (c) publisher. (d) teacher. 7. ____

8. Understanding the main idea is to comprehension as (a) water is to a river. (b) rap music is to youth. (c) skis are to snow. (d) the NBA is to basketball. 8. ____

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9. Efficient readers are (a) born, not made. (b) made, not born. (c) especially gifted. (d) superachievers. 9. _____

10. Passive readers (a) question the author's credibility. (b) rely on effective reasoning. (c) expect a stated main idea. (d) confidently search for meaning. 10. _____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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13

Drawing Inferences or Fishing in the Author's Mind for What Is Not on the Page

Your plane has just arrived at the airport, and you notice that those greeting arriving passengers are wearing or carrying heavy coats. You also notice that the windows in the waiting area are covered with condensation. You think to yourself, "I am happy that I decided to bring my winter coat and gloves; I'll probably need them while I am here." Though no one has told you, you know that the temperature outside is probably lower than 40 degrees. But how do you know? What allows you to make those judgments? Prior knowledge! You were able to "read" the situation and make reasonable judgments based on previous experience. In other words, you were able to add up the clues and draw *inferences* about the situation. But being able to draw inferences is not a skill that everyone easily masters. Read on to learn how drawing inferences can improve your reading comprehension.

Making inferences about reading material as well as about experiences in your everyday life requires careful observation. Authors cannot possibly include all that they want the reader to consider about the subject. Not only would it make the passage too long to be easily digested, but also readers would become bored reading information that they already know. Therefore, authors include enough in a passage to trigger thoughts in the readers' minds, helping them understand and retain new concepts. Readers must be ever mindful that authors routinely do this and, more important, be prepared to search for the "triggers" or "links" imbedded in the text.

To detect inferences, you should employ the following strategies: search for and fully understand the main idea and details presented, examine the author's attitude toward the subject, and explore the logical, unstated judgments permitted by the facts and *suggested* by the information that is stated. For example, if you read the following account, what inferences could you draw?

> Around mid-day, Dr. Begay told the parents, cautiously, that their daughter would survive. She warned, however, that since it had been

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less than ten hours since the surgery, the patient's condition could not be fully assessed. The doctor offered one comforting note: the patient could move her arms, fingers, legs, and toes.

Ask yourself a few questions. (1) About what time of day is considered "mid-day"? (2) Was the patient's condition ever life-threatening? (3) What are the chances that the patient is not paralyzed?

If you were able to answer *around noon* to 1, *Yes* to 2, and *Good* to 3, you have used inference. You answered the questions by applying prior knowledge to the situation described.

When studying unfamiliar material, read through it once focusing on finding the main idea and assessing the details. Then go through the material again to search for inferences that the author has imbedded. Remember, you have to be a detective of sorts to become a truly efficient reader.

500 words

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NAME _____ CLASS _____ DATE _____

13 Drawing Inferences or Fishing in the Author's Mind for What Is Not on the Page

COMPREHENSION CHECK

GETTING THE FACTS

1. Judgments based on clues are called (a) subtitles. (b) links. (c) theses. (d) inferences. 1. ____

2. Authors include enough information to (a) confound the thoughts. (b) suppress thoughts. (c) trigger thoughts. (d) obscure thoughts. 2. ____

3. To draw inferences, you must (a) skim. (b) read word-for-word. (c) examine the title. (d) understand the main idea. 3. ____

4. Inferences are (a) judgments stated by the author. (b) details that disprove the main idea. (c) questions in the reader's mind. (d) judgments permitted by the facts. 4. ____

5. When drawing inferences the reader should (a) ignore the facts. (b) rely only on the stated facts. (c) rely on prior knowledge. (d) disregard the author's biases. 5. ____

GETTING THE MEANING

6. This selection is essentially about (a) what was said. (b) what was suggested. (c) disregarding clues. (d) understanding details. 6. ____

7. To draw accurate inferences the reader must (a) fabricate information. (b) dismiss conjecture. (c) rely only on stated information. (d) "read between the lines." 7. ____

8. Good readers are (a) specialists. (b) risk takers. (c) not inquisitive. (d) not tenacious. 8. ____

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9. "Imbedded" in the text means (a) stated. (b) implied. (c) contradicted. (d) disputed. 9. ____

10. Which is a reasonable inference about the sick-daughter scenario? (a) Surgery occurred after midnight. (b) Surgery was lengthy. (c) The victim is a child. (d) The doctor is inexperienced. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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14

Summarizing

What is a summary? Is there a simple way to ensure that a summary contains all of the essential information presented in the original text? Is summarizing a valuable skill? These are legitimate questions that puzzle students everywhere. The answers are as follows: A summary is a brief report that covers the main points of a composition: Yes, there is a simple way to ensure that a summary contains the essential information presented in the original text; and, Yes, summarizing is a valuable skill because it forces you to identify, comprehend, and manipulate the primary information of a printed source. If your instructors require summaries or if you have volumes of texts to study and digest, you will find the following tips valuable.

Summarizing a text that you do not understand is impossible. Therefore, you must *study* the material to be summarized, making sure that you are able to identify the main ideas, supporting details, and essential vocabulary. When you are sure that you understand the material, employ the six-step process outlined below.

First, analyze the title and identify the subject of the material by asking, "Who or what is this material about?" and speculate about the essential point the author will likely make about the subject. If there are subtopics, read and analyze them, paying careful attention to the support the subtopics provide for the title. Next, study and analyze the illustrations. Then, read the first and last paragraphs of the material, including the author-supplied summary.

Second, while previewing try to anticipate the questions that will be answered in each subtopic and paragraph. One way is to convert the subtopics into questions, placing the traditional "question words," why, when, where, and how, in front of each subtopic. For example, if, in a selection entitled "Alaska's Vastness" one subtopic is Lakes of Alaska, you might ask *how, where, when,* and *why* about Alaskan lakes. Also, note the examples, descriptions, explanation, and definitions provided.

Third, identify the thesis or point of view, if given. If either is present, it is usually stated as a subtitle and/or at the end of the introductory paragraph.

Fourth, as you read, reduce each subtopic or section to its main ideas by identifying the most general statement in each paragraph and writing the idea on a piece of paper.

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Fifth, rewrite the thesis and main ideas in your own words and arrange them in a paragraph. Avoid beginning the summary with *This article . . . (is about, talks about, is in reference to, deals with)* or *The author says. . . .* Simply begin by paraphrasing the thesis or point-of-view statement, then follow with paraphrased main ideas and essential details.

Sixth, often an instructor wants to ascertain your reaction to or interpretation of a text. When this is the case, decide how you feel about the subject, determine what, if any, impact the material has on your beliefs, and state that evaluation in a short paragraph, about 40 percent as long as the original text.

If you follow these directions, you should have no trouble composing an outstanding summary.

500 words

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NAME _____ CLASS _____ DATE _____

14 Summarizing

COMPREHENSION CHECK

GETTING THE FACTS

1. A summary is a (a) main idea. (b) technical report. (c) brief report. (d) thesis. 1. ____

2. A summary should contain (a) many details. (b) all supporting data. (c) essential information. (d) minor ideas and major support. 2. ____

3. How many steps are in the summarizing process described? (a) four (b) six (c) seven (d) eight 3. ____

4. Summarizing is beneficial because it (a) shortens study time. (b) helps you retain key information. (c) focuses on specifics. (d) focuses only on the subtopics. 4. ____

5. Which of the following reveals the subject of material? (a) who or why (b) what or when (c) why or when (d) who or what 5. ____

GETTING THE MEANING

6. The focus is on (a) examining details. (b) composing questions. (c) reviewing facts. (d) reporting key points. 6. ____

7. Summarizing forces the reader to concentrate on (a) specifics. (b) facts. (c) main ideas. (d) reasons. 7. ____

8. Summarizing (a) condenses information. (b) disburses information. (c) eliminates careful reading. (d) intensifies surveying. 8. ____

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9. To paraphrase means to (a) restate. (b) copy. (c) delete. (d) defer. 9. ____

10. A summary should begin with (a) main ideas. (b) statistics. (c) general ideas. (d) the author's name. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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15

Reading—On Screen

Reading is reading, is reading, is reading, right? WRONG!

Many factors influence how efficient readers read, some of which are purpose, difficulty level, the reader's experience with the subject, and the medium and format of the text. Efficient readers know they cannot read all material in the same way. They are aware that they must determine why they are reading and what they hope to glean from the experience. They also know they must assess the complexity and difficulty of the material, adjust their reading rate, and pay appropriate attention to *clues* in the margin and within the text. Also, efficient readers realize that what they know about the subject is a critical factor in how much they will understand and how hard they must work to make the reading experience useful. However, even the most proficient readers have found they need to hone their skills to match the medium and format of reading material, a task that often requires the most challenging adaptations.

For centuries, words appeared on a static surface: scratched in the earth; carved on rocks, leather, paper, or cloth; written on the sides of buildings; painted on billboards; etc. However, with the advent of technology, reading texts are appearing in places that require new and different reading skills and, often, manipulation of the environment. Today, students, business-people, and anyone who uses a computer must use a variety of strategies to ensure maximum comprehension and reduce the potential for fatigue and injury.

In traditional reading circumstances, readers adjust to the text as the publisher has presented it. If the font is difficult to read or the print too small, the reader uses a magnifying glass or puts on glasses to make the text more comfortable to read. If the material is too far away to read comfortably, readers either move the print source closer or move closer to the print source. If it is difficult for readers to see the print because of its color or the background on which it is written, the reader can do little to improve the situation.

Unlike reading from a static surface, reading from a computer screen allows readers to take more responsibility for the physical aspects of the reading process. If the font is difficult to read or the print too small, the reader can change the font size and style. If the material is too far away to read comfortably, the reader can manipulate the text size or move to a

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larger monitor. If it is difficult for readers to see the print because of its color or the background on which it is written, the reader can change the background and the color of the font.

On-screen reading allows readers to be active participants. So the next time you sit down to a computer, remember you are in control, to a large extent, of the way you will read what is before you. Take advantage of options that will make your reading experience more pleasant and rewarding.

500 words

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NAME _____ CLASS _____ DATE _____

15 Reading—On Screen

COMPREHENSION CHECK

GETTING THE FACTS

1. A factor specifically mentioned that influences reading efficiency is (a) font size. (b) readers's age. (c) reader's experience. (d) text length. 1. ____

2. Proficient readers hone their reading skills to (a) intimidate others. (b) challenge adaptations. (c) match the medium. (d) apply their experiences. 2. ____

3. For centuries, words appeared on (a) intangibles. (b) paper only. (c) cloth. (d) static surfaces. 3. ____

4. On-screen reading allows readers to be (a) bored. (b) monitored. (c) active listeners. (d) active participants. 4. ____

5. Reading from a computer screen allows readers to (a) take more breaks. (b) take more responsibility. (c) question the author. (d) multitask. 5. ____

GETTING THE MEANING

6. The main idea is that compared to reading from a static surface, reading on screen requires (a) better strategies. (b) different strategies. (c) more time. (d) a very fast computer. 6. ____

7. Efficient readers (a) adapt to the material. (b) have one proven approach to reading. (c) always read quickly. (d) always read slowly. 7. ____

8. One efficient way to customize text on the screen is to (a) e-mail the author. (b) print the text. (c) adjust the font color. (d) use an ergonomic keyboard. 8. ____

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9. In traditional reading circumstances, who controls the presentation of text? (a) publishers (b) authors (c) readers (d) distributors 9. ____

10. When reading on-screen, a person who has difficulty seeing small text can make the task easier by being (a) passive. (b) understanding. (c) indifferent. (d) self-directed. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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16

A Writing Center Approach to Composition

Her English professor outlined the second assignment of the semester—a descriptive paper. Karen's hands began to sweat, and her heart raced. Another essay less than a week since she struggled with the first. Karen had laboriously handwritten many drafts of her first paper. She did not have 32 hours to spend on the second one.

Karen met with her English professor, Dr. Hinz. He told her that repeated spelling and punctuation errors, syntax problems, and poor word choice cost her two grade levels. Defeated, Karen contemplated dropping the course. She said, "I don't think I am ready for this class. I don't have the time to write and rewrite the ten papers that are due this semester, so I am going to drop the course and take it another time." Dr. Hinz said, "Karen, you are a good writer. Go to the Writing Center and ask for assistance. You will learn to compose papers at the computer and use the tools that make composition faster and more efficient."

Karen went to the Writing Center, enrolled in a three-hour word processing immersion course, and settled in with Chris, who taught her the tricks of composing on screen. Writing has not been the same since. Karen learned to think of each writing assignment as a series of actions that lead to a completed project. Once she could see the assignment in manageable parts, Karen was able to think through the phases of the paper and work on each piece without feeling overwhelmed.

Before touching the computer, Karen learned to assess the writing task, think purposefully about the topic, and determine audience and point of view. Then, she sat down at the computer and let the ideas roll from her head onto the screen, not worrying about spelling, punctuation, grammar, syntax, or word choice. In fact, Karen soon resented the fact that she could not keyboard as fast as she could think. Once she completed the first draft, she spell-checked and printed it. She read the draft for a first impression, made revising notations, and set the draft aside to "rest." At the next session and for the first time, Karen revised a paper without rewriting the entire text. She added new ideas, deleted redundancy, used the thesaurus to find fresh vocabulary, edited for

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punctuation, eliminated passive voice, and checked the paper's word count, all on the computer.

Finally, Karen learned to use the human resources in the Writing Center to *test* her composition against the assignment. The staff asked Karen questions about the paper to help her see areas that needed strengthening and helped her detect subtle errors the word processing program could not identify.

This new approach to composition proved faster, more productive, and less frustrating. If you are using a computer only as a sophisticated typewriter or if you are not using a computer at all, visit the Writing Center on your campus for an introduction to writing the high-tech way.

500 words

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NAME _____ CLASS _____ DATE _____

16 A Writing Center Approach to Composition

COMPREHENSION CHECK

GETTING THE FACTS

1. Karen's second paper would be (a) argument. (b) descriptive. (c) biographical. (d) informative. 1. ____

2. With the first essay, Karen had (a) gone to the Writing Center. (b) completed it quickly. (c) struggled. (d) developed a good strategy. 2. ____

3. Dr. Hinz was (a) a Writing Center professor. (b) an advisor. (c) an English professor. (d) a computer professor. 3. ____

4. Karen's word processing immersion course was (a) a day long. (b) a semester long. (c) five days long. (d) three hours long. 4. ____

5. The staff in the Writing Center (a) edited Karen's paper. (b) revised Karen's paper. (c) asked Karen questions. (d) added redundancy. 5. ____

GETTING THE MEANING

6. The main idea is (a) Don't get in over your head. (b) English professors are considerate. (c) Writing Centers rely mostly on computers. (d) Writing Centers can help improve compositions. 6. ____

7. Seeing a writing assignment in manageable parts made the task (a) more frightening. (b) less frightening. (c) seem larger. (d) overwhelming. 7. ____

8. Word processing can help with (a) point of view. (b) audience. (c) subject. (d) spelling. 8. ____

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9. Karen's professor said she was a "good writer" to (a) deceive. (b) persuade. (c) comfort. (d) clarify. 9. ____

10. Word processing programs (a) catch most errors. (b) catch select errors. (c) slow down the writing process. (d) are sophisticated typewriters. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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17

Equity Under the Law

The 1990 Americans with Disabilities Act guarantees disabled people access to employment, public accommodations, transportation, public services, and telecommunications. Until that time, few standards existed to ensure that buildings, public transportation, streets and sidewalks, hotels, apartments, schools, parks, businesses, campgrounds, etc., were accessible to people who have a disability. As a result, a large segment of our citizenry could not participate fully and pursue many ideals of the American lifestyle.

However, over the past decade, our country has made progress in leveling the playing field for all Americans. Legislation, the first step, provided laws that protect our rights to equal access. Education and information, the second step, enlightened Americans about ways to remove barriers that exclude those with special needs. Finally, accepting others' differences and welcoming them into established circles demonstrated that all Americans, regardless of abilities, make a valuable contribution to our society.

At your college you may have noticed great diversity among student and employee populations. Such diversity enriches the college experience for all, but it may pose a challenge for people who have never interacted with those who are different from themselves. If you are one who feels awkward and uncomfortable when you meet people with a disability because you do not know how to interact with them, the following discussion will provide information you may find helpful.

Treat people with disabilities respectfully. Acknowledge their presence, as you would anyone's, by saying hello and engaging them in appropriate conversation. Make eye contact, if that is fitting, and allow the person to respond to you at her or his own pace. If you and the person with a disability share a common class, discuss how the course is going. However, do not touch or move assistive technology belonging to people with a disability without their permission. Moving or even touching a person's wheelchair, for some, is tantamount to touching the person.

If you suspect a person with a disability might need your assistance, always ask before providing help. For instance, if a person using a wheelchair approaches a closed door without an automatic opener, ask the person if he or she would like you to open the door. If a person using a

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wheelchair enters a room where chairs obstruct the aisle, offer to clear the pathway.

However, if a person with a disability is in imminent danger, alert the person immediately. For example, if a blind person is about to strike her head on a protruding shelf, say, "Stop! A shelf is protruding just above your head on the right." Or, in case of a fire, if a deaf person does not know why a warning light is flashing in the hallway, get the person's attention, write "fire" on a piece of paper, and gesture in the direction of safety.

Above all, do your part to create a receptive learning environment for your fellow students and yourself. Some of the most valuable lessons learned in college may not come from a textbook.

500 words

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NAME _____ CLASS _____ DATE _____

17 Equity Under the Law

COMPREHENSION CHECK

GETTING THE FACTS

1. The Americans with Disabilities Act was passed in (a) 1980. (b) 1989. (c) 1990. (d) 1999. 1. ____

2. The first step in providing equal access for people with disabilities was (a) education. (b) enlistment. (c) legislation. (d) demonstrations. 2. ____

3. According to this author, diversity (a) hinders. (b) accommodates. (c) impedes. (d) enriches. 3. ____

4. You should treat people with disabilities (a) cautiously. (b) respectfully. (c) warily. (d) attentively. 4. ____

5. If a person with a disability uses assistive technology, unless you have permission don't (a) move it. (b) walk past it. (c) refer to it. (d) look at it. 5. ____

GETTING THE MEANING

6. This selection is primarily about (a) college diversity. (b) assistive technology users. (c) equal access. (d) equal pay. 6. ____

7. Some people consider touching their wheelchair (a) stupid. (b) creative. (c) an invasion of their privacy. (d) an obstruction of their rights. 7. ____

8. It is not appropriate to seek permission before intervening on behalf of a person with a disability when (a) in class. (b) you know the person. (c) danger is imminent. (d) the person is using public transportation. 8. ____

9. This piece reveals that a flashing light is to (a) explain. (b) deter. (c) warn. (d) amuse. 9. ____

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10. The most essential ingredient in a receptive learning environment is (a) legislation. (b) acceptance. (c) comprehensive procedures. (d) new facilities. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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18

Success on the Job

Graduating from college with honors and immediately lining up six interviews made Jennifer feel anything is possible. She bragged to friends and family that "work would definitely be much easier than college."

Jennifer was thrilled when she landed the job of her dreams, making a salary much higher than she expected, in a part of the country where she always wanted to live. However, the perfect life in paradise was short-lived. At first, her team was friendly and willing to help her learn the job, but by the second week, few people said more than "hello" to her. Since Jennifer was learning the layout of the city, she found it difficult getting to work on time and starting tasks early enough to get them finished by the deadline. The most troubling part of the "dream job" was Jennifer's trying to get her supervisor, Pam, to give her credit for having a brain. Pam wanted everything done the company way even though Jennifer had learned how to do things better and faster in college. However, having to work late three times in two months just because some big client needed a backorder was the last straw. When Pam fired Jennifer for lying and refusing to help her team complete the order, Jennifer stormed out and said, "You'll hear from my lawyer." How could the situation have gone from ideal to disastrous in less than sixty days?

Unfortunately, Jennifer's story isn't an isolated one. Getting a great job is not difficult for some people, but keeping that job and being a satisfied employee can be a real challenge. To avoid having an employment experience like Jennifer's, follow the advice below:

Develop the Right Attitude and Look the Part: Begin your job with a positive attitude and take pride in your work. Don't be afraid to tackle projects, exhibiting a "can do" attitude and avoiding those employees who might influence you in a negative way. Dress and conduct yourself in a manner commensurate with the company's image and standards.

Put the Business of the Business First: Organize your personal life so it does not interfere with your ability to do the job you were hired to do. Except in an emergency, do not conduct personal business while at work, and be willing to go beyond the minimum without complaint.

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Be Ethical: Don't lie or help yourself to company resources, including long distance calls, supplies, and time for which the company is paying you to work.

Be Flexible: When you accept a position, you will likely become a member of an existing work team. Observe the way others work and strive to fit in. Learn as much as you can about the dynamics of the work environment before you challenge practices.

Be Ready for Work: Show commitment, enthusiasm, dependability, and leadership.

Successful employees contribute to the company, are cooperative, take pride in their work, and function well on a team. The kind of worker you become is up to you.

500 words

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NAME _____ CLASS _____ DATE _____

18 Success on the Job

COMPREHENSION CHECK

GETTING THE FACTS

1. Initially, Jennifer was (a) bored on the job. (b) challenged on the job. (c) happy on the job. (d) confused on the job. 1. ____

2. Jennifer was pleased with the job's (a) location and title. (b) title and salary. (c) salary and location. (d) title and benefits. 2. ____

3. At first, Jennifer's co-workers (a) shunned her. (b) excluded her. (c) bragged about her. (d) assisted her. 3. ____

4. Pam was Jennifer's (a) co-worker. (b) classmate. (c) boss. (d) client. 4. ____

5. Jennifer's first job ended up being (a) an ideal situation. (b) a "piece of cake." (c) a disaster. (d) a dream job. 5. ____

GETTING THE MEANING

6. This piece focuses on workplace (a) training. (b) politics. (c) leadership. (d) behavior. 6. ____

7. Jennifer implied she would (a) quit her job. (b) take legal action. (c) improve her attitude. (d) be more flexible. 7. ____

8. Jennifer had been (a) an average student. (b) a marginal student. (c) a mundane student. (d) an exceptional student. 8. ____

9. Conducting yourself commensurate with the company's image and standards demonstrates (a) apathy. (b) arrogance. (c) commitment. (d) coercion. 9. ____

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10. Using company resources for personal purposes is (a) unethical. (b) expected. (c) a benefit. (d) advisable. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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19

The Ethics of E-Mailing

At 4:30 P.M. on the Friday preceding a three-day weekend, all Paul wanted to do was put the finishing touches on a report that had taken him a week to prepare, clean off his desk, and review his schedule for next Tuesday's do-or-die budget briefing. The week had been grueling, and he was looking forward to a restful and fun weekend. One last sweep of his e-mail inbox revealed an urgent message from his supervisor telling him and the other three managers to reduce their travel requests for the coming year by an additional 10 percent and get the revised budgets to her by the end of the workday.

Paul was furious, and understandably so. He had followed company mandates to reduce his travel by 25 percent at the outset of the budget-building process. In addition, he and fellow managers had constructed an innovative strategy to maintain personal contact with clients via e-mail and phone to compensate for the reduced on-site visits. The request to cut an additional 10 percent from his travel budget seemed unreasonable.

Quickly, Paul fired off the following response:

KATHY, SARAH, AND TIM,

CAN YOU BELIEVE THIS X#*/@? OUR BOSS WANTS BLOOD! I HAVE CUT MY BUDGET TO THE BONE, AND THE WITCH STILL WANTS MORE. CALCO COULD SOLVE ITS TEMPORARY BUDGET PROBLEM BY FIRING *ELIZABETH THE GENERAL* AND REINSTATING OUR MEAGER TRAVEL BUDGET. WE ARE THE ONES MAKING SALES AROUND HERE; NOT HER.

LET'S JUST SHOW UP AT THE BUDGET MEETING ON TUESDAY AND TELL HER THAT WE NEVER GOT HER E-MAIL. MAYBE THE PREZ WILL STEP IN AND COME TO OUR RESCUE. HE KNOWS THAT THIS COMPANY WILL FOLD WITHOUT OUR ATTENTION TO THE CUSTOMERS.

WHAT DO YOU SAY?

PAUL

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As soon as he hit the *send* key, Paul felt sick to his stomach. He knew that the reply would go to the sender rather than to Kathy, Sarah, and Tim. Paul's career with Calco was over!

Almost everyone has heard a horror story or two about an e-mailer sending a message to one or more people for whom it was not intended. The following might spare you a humiliating experience like the one described above.

First, never put anything in an e-mail message that you do not want the world to know. **E-mail systems are not secure.**

Second, be sure that you verify the intended recipient before executing the *send* command.

Third, don't use uppercase unless you want the message to "shout" to the recipient.

Fourth, when you receive an upsetting e-mail, take time out and count to ten before responding. Reread it and make sure that you understand the stated and implied content.

Fifth, if you think that you cannot respond professionally and appropriately by return e-mail, request time—several hours to several days, depending on the gravity of the situation—to consider a response.

Remember, a hasty reply in print is nearly impossible to recant. Carefully considering the impact of your intended message may prove to be the best investment you could make.

500 words

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19 The Ethics of E-Mailing

COMPREHENSION CHECK

GETTING THE FACTS

1. Next week, Paul had to (a) prepare a report. (b) clean his desk. (c) review his schedule. (d) attend a budget meeting. 1. ____

2. Paul had had (a) a grueling week. (b) an urgent meeting. (c) a fun weekend. (d) a relaxed day. 2. ____

3. Paul's supervisor requested his (a) briefing. (b) budget. (c) report. (d) schedule. 3. ____

4. Paul accidentally sent the e-mail response to (a) managers. (b) customers. (c) his supervisor. (d) Calco's president. 4. ____

5. E-mail systems are typically (a) inaccessible. (b) painfully slow. (c) unsecured. (d) inconvenient. 5. ____

GETTING THE MEANING

6. The focus in this selection is on (a) taking responsibility. (b) establishing policies. (c) office politics. (d) dealing with a difficult boss. 6. ____

7. The upsetting e-mail caused Paul to respond (a) thoughtfully. (b) hastily. (c) proactively. (d) graciously. 7. ____

8. If Paul could have *recanted* his message, he would have (a) defended it. (b) renounced it. (c) verified it. (d) embellished it. 8. ____

9. Allowing time to pass before responding to an upsetting e-mail permits (a) intimidation. (b) immediacy. (c) defensiveness. (d) deliberation. 9. ____

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10. The implication of Paul's misfortune is that e-mail is best reserved for (a) formal communications. (b) neutral content. (c) confidential messages. (d) medium security messages. 10. _____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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20

Evaluating Internet Information

Thanks to recent technology, researchers have options other than the books and journals available in academic libraries. The alternatives to traditional print resources—electronic research tools—are fast and easy to use, but some are also unreliable. Unlike the resources housed in libraries or indexed in databases where professionals have assessed their appropriateness, information available on the Internet is often unfiltered and meets no prescribed standards.

If you use the Internet, you must be prepared to assess the value of the infinite number of documents yourself. To be safe, Internet users should question the credibility of authors and the veracity of their compositions. Always seek answers to the following questions.

Who Wrote It? On some Internet sites, anyone can post an article on any subject. It is important for you to determine if the author is (1) well-known in the field, (2) one whom you recognize, and (3) held in high regard by authorities whom you trust. Also, determine if the Web site is linked to a reliable organization, if there is biographical information on the author, and whether the author provides an address, telephone number, e-mail address, and professional credentials.

Who Published It? Is the publisher reputable? On whose server does this document reside? Was the document prepared as part of a professional commitment to an institution or non-profit organization? Did the publisher pay the author for the publication?

Is It Current? When did the author write the document? If you are researching a new topic, considering information from a piece written five years ago would be a waste of time. However, if you are researching a topic where the date of authorship is irrelevant, e.g., a description of Michelangelo's painting of the Sistine Chapel, *when* the document was written is less important.

Is It Objective? Is the author's point of view neutral or biased? How the writer "sees" the subject determines how he or she will present the data. Is there a political, commercial, or personal benefit for the author that influences the point of view? Determine whether the publication is an advertisement or appears on an organization's site that would profit

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from disseminating the information. If the information is about a public figure, will the author benefit from readers adopting the document's point of view?

Are the Details Supported? Credible authors present backup research data to explain *how* they arrived at conclusions. A bibliography of related work also serves to verify findings and support the author's point of view.

Do Other Sources Validate the Content? You must also evaluate the depth of the author's knowledge on the subject. Does the author cite works of others to corroborate his or her point of view? Does the author discuss the pros and cons of the argument? If the author presents original ideas, does she or he discuss the limitations of the new orientation?

When doing research, remember that writers always have an opinion on their subject. Make sure the Internet information you select is credible and documented.

500 words

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NAME _____ CLASS _____ DATE _____

20 Evaluating Internet Information

COMPREHENSION CHECK

GETTING THE FACTS

1. Today, researchers, faculty, and students have options other than books and journals because of (a) large budgets. (b) endowments. (c) technology. (d) grants. 1. ____

2. Information available on the Internet is (a) often unfiltered. (b) excerpted from books. (c) always checked by a professional. (d) usually in the library. 2. ____

3. Researchers should question authors' (a) avocation. (b) intent. (c) profession. (d) credibility. 3. ____

4. It is important for you to determine if the author (a) is employed. (b) conducts research. (c) is known in the field. (d) maintains a Web site. 4. ____

5. Before using Internet information, determine if details are (a) documented. (b) original. (c) influential. (d) subdued. 5. ____

GETTING THE MEANING

6. The main purpose of this selection is to (a) teach. (b) warn. (c) illustrate. (d) enumerate. 6. ____

7. Before using unconfirmed Internet information, the researcher should (a) call the author. (b) call the publisher. (c) check with the Web master. (d) check other sources. 7. ____

8. A writer's opinion of a subject mainly influences the composition's (a) publisher. (b) currency. (c) content. (d) length. 8. ____

9. Using the Internet as a research resource (a) is cumbersome. (b) is time consuming. (c) places less responsibility on the researcher. (d) places more responsibility on the researcher. 9. ____

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10. A bibliography attached to an Internet resource verifies (a) the site. (b) the publisher. (c) the content. (d) the author. 10. ____

WPM Rate for Reading Selection: _____
(See chart on p. 454)

Comprehension Score: _____
(to be filled in by instructor)

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Navigating the Internet

GLOSSARY

Internet:	a huge collection of computer and computer networks, worldwide
Search Engine:	a tool for introducing terms you would like to search into databases
Database:	an electronic holding tank of information

To complete the assignments that follow, you will need the help of search engines. These tools will allow you to type in the subject that you are interested in and identify "destinations" where you can find the information you seek.

Depending upon the browser you will be using (Netscape Navigator or Internet Explorer), you must double click the appropriate icon. When you double click, you will be launching your browser. In the window that appears, you will notice a white dialog box in which you will be able to point your mouse and click. You may now type in *Search Engines.* A series of different types of search engines will appear. You will see descriptions of each and it is up to you to choose the one you feel will work the best for you. Not all search engines work the same way. Therefore, when the list of search engines appears, choose the one that matches the kind of search you want to do. For instance, if you want to search for the name of a business in Hartford, Connecticut, Northern Light would be an appropriate choice. However, if you wanted to browse the Web by subject, you might choose Lycos, a site that also includes a section for newcomers.

Try a number of search engines when researching a topic. Through practice, you will refine your Internet searching skills.

Internet Assignments

Many Internet users select and use information without assessing it critically. The following exercises will help you become a savvy and judicious Internet user. Before beginning, read "Evaluating Internet Information," Ultimate Review selection 20, page 531. Then, complete the assignments, submit them to your instructor, and be prepared to defend the credibility and validity of your findings.

Easy

EXERCISE 1

Your instructor has asked students in your class to enhance their study skills. In addition to the helpful techniques presented in your texts, many sites on the Web contain useful information. Follow the directions below to become a more successful student.

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1. Click on **Internet Start** or the Internet icon on your computer's tool bar.
2. Type in http://www.ucc.vt.edu/stdysk/stdyhlp.html.
3. Review the list of Study-skills Self Help Information.
4. Choose any three topics and study the concepts presented.

Based on your findings, write an e-mail that contains the following information to at least one of your classmates and copy it to your instructor.

A. The name of the study-skills topic you researched

B. A discussion of the most valuable information you learned

C. A discussion of how the information will contribute to your success as a student

EXERCISE 2

Your instructor has asked the class to research an invention that contributes to the safety of our everyday lives. You have chosen to report on the invention and evolution of the traffic light. Using appropriate search engines, answer the following questions.

1. When was the traffic light invented?
2. Who was its inventor?
3. What was this inventor's profession?
4. Where was the first traffic light installed?
5. What was people's reaction to the invention?
6. Why are the colors red, green, and yellow used in traffic lights?
7. How has the traffic light changed over time?
8. How do computers enhance the effectiveness of traffic lights?

Based on your findings, summarize answers to the questions above about the traffic light and discuss the impact this invention has had on modern-day lifestyles in a 300-word paragraph. Cite the sources of your search.

Moderately Challenging

EXERCISE 3

A friend has just been diagnosed with collagenous colitis. Neither you nor she has ever heard of the condition, and the doctor's packet of information has not arrived yet. You volunteer to research the condition on the Internet. Choose at least *three* sites and research the following questions:

1. What is the nature of the condition?
2. What are the symptoms?

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3. What causes collagenous colitis?
4. Is it curable?
5. How long does the condition last?
6. What is the most effective treatment?
7. Is it contagious?
8. Are there long-term effects of the condition?
9. What restrictions, if any, must the patient observe?
10. What specialists are most effective in treating this condition?

Based on your findings and using the evaluative criteria in Ultimate Review selection 20, summarize the answers to the questions above in an e-mail to your friend. Ensure that the e-mail has an encouraging tone and that you present the findings in the most positive way. Cite the sources of your search.

EXERCISE 4

While watching television, you learned of two new allergy medications that pharmaceutical companies claim will bring your allergies under control. Your physician mentioned one of the drugs during your last visit, but you are skeptical. However, you are miserable, and, before discussing the possibility or using either drug, you decide to investigate.

Research *each* product on the Internet, making sure that you find the answers to the following questions:

1. What is the classification of the drug?
2. What are the side effects?
3. How long is the course of treatment?
4. How much does it cost per course of treatment?
5. What is its likely interaction with other drugs?
6. Are there restrictions while taking the drug?

Based on your findings and the information presented in selection 44, write a 200-word argument in favor of using one of the drugs and a 200-word argument against the drug your physician favors.

Challenging

EXERCISE 5

Several superstores in your community boast of their investment in civic projects and social initiatives. Choose at least four of these corporations and investigate their claims. Determine their level of *social responsibility* as discussed in selection 51.

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1. How long has the corporation been in the community?
2. How does the corporation contribute to the quality of life in the city?
3. What percentage of its profits does the corporation return to your community?
4. Does the corporation promote equal job opportunities? How do you know?
5. Does it value diversity? How do you know?
6. What impact do the corporation's business practices have on the community?
7. To what extent, if any, does the corporation invest in the youth of the community?

Based on your findings and playing the role of a City Manager, write each of the corporations a letter extolling their contributions and thanking them on behalf of the community. Be sure to integrate answers to the questions above into your letter of compliment.

EXERCISE 6

Choose a corporation in a city at least 500 miles away that interests you. Assume that you have completed your course of study and are eminently qualified for a position that allows you to apply the knowledge you have gained to a very desirable job. Research the corporation on the Internet, using at least *three* sites to locate the following information.

1. What is the full name of the corporation and where is its homebase?
2. What is the name of its parent company?
3. Where are the corporation's location(s) in the city you are considering?
4. What is the mean income in the city?
5. How many employees does the corporation have at each site in the city of your choice? In the entire corporation?
6. What is the corporation's organizational structure?
7. What is the corporation's organizational culture?
8. What constitutes the employee benefit package? (For insights into this criterion, see selection 50, p. 395.)
9. How do salaries compare in the job category you are considering to similar jobs at *two* of this corporation's competitors? List the competitors and their locations.
10. What is the mean income in the city where the competitors are located?
11. Identify at least five non-work activities you enjoy and assess the availability of these activities in the city where you are considering the position.

Based on your findings, write a 500-word rationale for your decision to seek a job with this corporation or to seek a job with one of its competitors. Integrate the findings from all eleven criteria into the narrative of your rationale.

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Vocabulary Post-Test A

Here's your chance to see how much you've improved in developing word mastery and building a bigger, more valuable vocabulary. As with Pre-Test A, this test contains one word drawn from each of the first 25 selections. Compare your score on the two tests—Pre-Test A and Post-Test A—to see what progress you've made.

1. cope	(a) capture (b) expect (c) deal with (d) state (e) push off	1. ____
2. solution	(a) solitude (b) outline (c) salve (d) explanation (e) separate	2. ____
3. terrain	(a) atmosphere (b) land (c) moisture (d) copy (e) trail	3. ____
4. expedite	(a) hasten (b) examine (c) spend (d) produce (e) fasten	4. ____
5. explanation	(a) examination (b) explaining (c) planning (d) pleasing (e) acting	5. ____
6. mere	(a) true (b) unusual (c) only (d) important (e) safe	6. ____
7. related	(a) discarded (b) began again (c) halted (d) restored (e) connected	7. ____
8. heed	(a) turn (b) down (c) notice (d) away (e) something	8. ____
9. brawls	(a) gashes (b) shouts (c) fights (d) bins (e) holders	9. ____
10. initial	(a) strange (b) desirable (c) beginning (d) intent (e) trial	10. ____
11. prefer	(a) foretell (b) comfort (c) do well (d) like better (e) keep	11. ____
12 endearment	(a) affection (b) expense (c) endorsement (d) energy (e) hope	12. ____
13. concise	(a) complex (b) brief (c) long (d) sturdy (e) exact	13. ____
		14. ____

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14. respond	(a) retain (b) raise (c) spare (d) answer (e) pledge	
15. initiates	(a) investigates (b) helps (c) concludes (d) extends (e) begins	15. ____
16. superficial	(a) limited (b) extra special (c) trained (d) similar (e) perfect	16. ____
17. isolation	(a) likeness (b) range (c) solitude (d) softness (e) temptation	17. ____
18. miscalculations	(a) disappointments (b) changes (c) sums (d) wrong impressions (e) problems	18. ____
19. surpasses	(a) sells (b) surprises (c) enters (d) suggests (e) exceeds	19. ____
20. contortions	(a) contacts (b) conditions (c) trends (d) mistakes (e) twists	20. ____
21. hesitant	(a) hopeful (b) reluctant (c) weak (d) short (e) hearty	21. ____
22. insinuation	(a) intention (b) sly hint (c) suggestion (d) prediction (e) turn	22. ____
23. refuge	(a) shelter (b) trash (c) objection (d) failure (e) promise	23. ____
24. intruder	(a) enemy (b) friend (c) relative (d) trespasser (e) guest	24. ____
25. complicated	(a) loaded in (b) practiced (c) added (d) compared (e) involved	25. ____

Post-Test A Score: _____

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Vocabulary Post-Test B

Here's a further chance to check your vocabulary development. This test contains one word drawn from each of the last 25 selections. Compare your Pre-Test B and Post-Test B scores to see exactly what progress you've made.

26. totally	(a) completely (b) helpfully (c) carefully (d) uncertainly (e) partially	26. ____
27. visualize	(a) picture (b) attempt (c) experiment (d) visit (e) try	27. ____
28. core	(a) discard (b) caretaker (c) most important part (d) beginning (e) neighbor	28. ____
29. flawless	(a) without fear (b) perfect (c) worn out (d) unbent (e) full	29. ____
30. disloyal	(a) unfriendly (b) disturbed (c) drunk (d) false (e) weak	30. ____
31. chief	(a) main (b) real (c) true (d) rare (e) strong	31. ____
32. capsized	(a) captured (b) killed (c) carried off (d) compared (e) upset	32. ____
33. devoted	(a) extended (b) judged (c) dedicated (d) decided (e) asked	33. ____
34. absolute	(a) solid (b) complete (c) strong (d) solemn (e) fair	34. ____
35. endeavored	(a) entered (b) tried (c) favored (d) aroused (e) ran	35. ____
36. stroll	(a) stand (b) push (c) come in (d) limp (e) saunter	36. ____
37. pose	(a) provide (b) put forth (c) cause (d) plead (e) send	37. ____
38. luxury	(a) splendor (b) fragility (c) limit (d) softness (e) warmth	38. ____

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39. significantly	(a) costly (b) fairly (c) surely (d) noticeably (e) frankly	39. ____
40. colleague	(a) student (b) acquaintance (c) staff member (d) associate (e) graduate student	40. ____
41. portable	(a) open-ended (b) waterproof (c) packaged (d) tied (e) easily carried	41. ____
42. fascinated	(a) fastened (b) attracted (c) closed (d) prepared (e) pleased	42. ____
43. inexcusable	(a) unearthly (b) rare (c) excellent (d) close (e) indefensible	43. ____
44. assertion	(a) claim (b) falsehood (c) suggestion (d) belief (e) trial	44. ____
45. fierce	(a) false (b) cruel (c) fancy (d) warm (e) fragmentary	45. ____
46. enormous	(a) horrid (b) hopeless (c) twisted (d) complete (e) colossal	46. ____
47. convey	(a) project (b) contrast (c) enter (d) expect (e) change	47. ____
48. collide	(a) fight (b) combine (c) crash (d) unite (e) suffer	48. ____
49. attire	(a) attempt (b) outfits (c) trial (d) tendency (e) field	49. ____
50. vicinity	(a) signal (b) gesture (c) vacancy (d) vagueness (e) surroundings	50. ____

Post-Test B Score: _____

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Metaphors: One of the most common figures of speech, a metaphor links and compares two seemingly unlike things that do, in fact, share some similarity. For example, "the snow *blanketed* the ground" compares snow with a blanket because both form a cover.

Minor supporting details: These details are the most specific ones in the paragraph. They further explain major details, repeat key points, or add colorful facts. They can be essential or nonessential to the paragraph, depending on the context.

Opinions: Statements of opinion reflect the author's point of view. Unlike statements of fact, they are shaped by an author's personal experience, training, and background, and they cannot be checked for accuracy.

Paraphrase: An accurate paraphrase translates an author's ideas into someone else's words without altering or changing the original meaning.

Process pattern: When the process pattern is used to organize a reading, the supporting details outline the individual steps or stages that make up some larger activity or whole.

Propaganda techniques: These techniques rely on emotional appeals to prejudice that discourage logical thought.

Red herring: Writers who use the red herring technique start by discussing one thought and then suddenly veer off to a completely different topic meant to distract the reader from the subject at hand.

Relevant reasons: When reasons are relevant they are related to the opinion expressed.

Sequence of dates and events: In this pattern of organization, the author lists a series of dates and events according to the order in which they occurred.

Similes: Unlike metaphors, similes use *like* or *as* to compare two seemingly unlike things. Like metaphors, similes reveal unexpected resemblances. "He stood out in a crowd like a black widow spider on an angel food cake" is an example of a simile.

Specialized vocabulary: Specialized vocabulary consists of the words and terms essential to understanding a particular academic subject.

Specific sentences: Unlike general sentences, specific sentences focus on individual events, ideas, and experiences. They help clarify or explain general ones.

SQ3R: *SQ3R* is a study technique for reading and understanding textbooks. The letters stand for survey, question, read, recite, review.

Supporting details: Supporting details are the examples, reasons, studies, statistics, and so on, that develop, explain, or prove an author's point.

Testimonial technique: Testimonials are statements by well-known figures who recommend a product or position. The message behind the testimonial is "buy this product because you like and respect me." Unfortunately, testimonials are often made by people who are not experts and whose opinions are not necessarily well informed.

Thesis statement: Thesis statements sum up main ideas in longer readings. Like topic sentences, thesis statements give written form to the main idea of an extended reading.

Tone: Like tone of voice, tone in writing is the author's way of expressing his or her attitude toward a particular subject. Depending on audience or subject matter, a writer's tone can range widely. It can be angry and sarcastic in one context, humorous or lighthearted in another.

Topic: The topic of a paragraph is the subject the author chooses to discuss or explore. It's the person, place, or event most frequently mentioned or referred to in a passage or selection.

Topic sentence: The main idea of a paragraph expressed in the author's words is called the topic sentence.

Transitions: Transitions are verbal bridges that help readers move smoothly from one sentence to another.

Word analysis: When you define a word by figuring out its prefix, root, or suffix, you are using word analysis.



759-AAB-717

ISBN 0-618-41011-2
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9 780618 410118

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